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AUTHOR Kalman, Marjorie, Comp.
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ABSTRACT

Of the 31 migrant projects funded in fiscal year 1974 (FY 74), 27 (11 regular term and 16 summer term) were classroom programs. There were 365 children enrolled during the regular term and 1,601 during the summer. Children were recruited through: visits by school personnel to the migrant camps, information supplied by other project participants, and the Migrant Student Record Transfer System. Teacher and parent referrals and teacher-made and standardized tests were the most frequently used to determine the children's needs. Subjects taught most often were reading and oral language development during the regular term and reading and mathematics during the summer. Individualized and small group instruction, tutorial assistance, drill, and field trips were used to implement the various activities. Teacher-made tests and observation were most frequently used to assess the students' performance. During the year, medical and dental services were expanded and parental involvement was increased. This report provides: (1) a summary of data and recommendations; (2) descriptions of the migrant summer programs at Princeville, Hoopeston, and Part Forest; (3) an interview with the project director regarding his program assessment and future plans; and (4) a description of program implementation, based on information submitted by the local projects on the FY 74 Self Assessment Questionnaire. (NQ)

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ANNUAL REPORT ON TITLE I

PUBLIC LAW 89-750 MIGRANT PROJECTS

[1974]

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Division of Supervision and Instruction

Department for Exceptional Children

Educationally Disadvantaged Children Section

Robert H. Hardy, Jr.
Director, Title I

Compiled by:

Marjorie Kalman

Program Review and
Documentation Unit

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INTRODUCTION

In compliance with federal regulation which requires an annual evaluation of Title I Elementary and Secondary Education Act Programs, this report was prepared by the Program Review and Documentation Unit, Department for Exceptional Children, Office of the Superintendent of Public Instruction (hereafter referred to as OSPI).

The migrant program is national in scope in that it attempts to coordinate the work done in the various states that have migrant populations. The Title I migrant program incorporates many of the objectives set for by Dr. Michael J. Bakalis, Superintendent of Public Instruction, in Action Goals for the Seventies: An Agenda for Illinois Education (first edition). On pages 72-75, three action objectives state that:

> All schools will provide a positive learning environment for children of non-English speaking backgrounds. These children should be encouraged to maintain and improve their language skills in both English and their home language. Cultural differences must be respected and destructively discriminatory practices avoided.
>
> Teachers of students with non-English backgrounds will be trained in understanding the students' language and cultural background.
>
> Schools with students of non-English-speaking background will provide special programs to meet their needs.

This report will first provide a summary of data and recommendations, followed by case studies of three migrant sites that were visited during the summer of 1974. An interview with the migrant project director regarding his assessment of the program and his plans for the future will be documented. Next, program implementation, based on information submitted to the state office by the local projects on the FY 74 Self Assessment Questionnaire, will be described.

PURPOSE OF PROGRAM EVALUATION

An annual state evaluation of Title I ESEA programs is required by federal mandate. The report which follows is filed to fulfill the obligation of the State of Illinois for the evaluation of Title I, Public Law 89-750 projects.

The evaluation process has a variety of functions. It will provide information for the Federal Government concerning the utilization of Title I funds in the State of Illinois.

Within the state, the report discusses issues relevant to the effective functioning of the Title I 89-750 projects. With this information, the State Educational Agency (SEA) will be able to look more closely at its goals and provide better ways to serve and guide the Local Educational Agencies (LEA's).

Another audience in the state is the migrant project sites. Ideally, they will benefit from the regular self-examination of their own program. The sites may then be able to decide if they want to intensify or alter their programs in terms of emphasis. After the SEA compiles the individual site reports, the projects may benefit from information returned to them by the SEA.

CHAPTER 1

CONCLUSION

Summary

There were 31 projects funded in FY 74. Of those, 11 regular term and 16 summer term projects were classroom programs. While the number of projects has decreased by six since last year, the total student enrollment for both terms has increased.

Children were located for the projects through visits by school representatives and teachers to the migrant camps, through information supplied by other children and parents in the project, and through the migrant student record transfer system. Teacher referrals, teacher made tests, standardized test scores and parent referrals were the most frequently checked procedures or methods used for determining the needs of the migrant children.

Reading and oral language development were taught most frequently during the regular term, while reading and mathematics were taught most frequently during the summer term. Oral language development, physical education, improving cultural pride/self-identification, art, and bilingual instruction were also popular activities during the summer.

A study that had been conducted at one of the summer projects to determine the best test for ascertaining the learning potential of migrant school children indicated that the Kuhlmann-Anderson Test of Intelligence (seventh edition), under controlled conditions, may be the best intelligence test to administer since the items assess inherent ability and current cognitive skills. This study will be expanded during FY 75 to two other sites.

While the objectives, evaluation methods and standards for success were concisely stated in the migrant proposals, the standards for success that were submitted on the self assessment questionnaires were closer to goals than criteria statements that could be used to measure the success of a program or a teaching technique.

The most frequently used methods for assessing the students' performance in either term were teacher made tests and observation. Except for the summer term mathematics program, student success was highest when evaluated through observation. Success rates were somewhat higher in the summer projects than in the regular term projects.

Individualized instruction, small group instruction, tutorial assistance, drill and field trips were techniques used most frequently to implement the various activities. Success was attributed to individualized instruction, regular attendance, student motivation, interest and attitude, and interesting, varied activities. Poor attendance, lack of motivation/poor attitude, poor command of English and/or Spanish, and non-participation were cited as the causes for failure.

Teacher-student ratios for the regular term were 1:25, while the ratio for teachers and paid aides to students was 1:11. During the summer term, the teacher-student ratio was 1:16, while the ratio for teachers and paid aides to students was 1:8. Summer projects utilized volunteer aides which brought the student-staff ratio down to 1:6. Excellence in teaching, interest in working with migrant children, and being bilingual were the criteria for teacher selection. Aides were selected because they were bilingual, were interested in working with migrant children and because they were parents of migrant children.

The most effective inservice activities were: discussion by staff of individual children, improvement of individualized instruction, improvement in use of appropriate curriculum materials, improvement in techniques and methods of teaching, and use of an outside consultant.

Medical and dental services were expanded. Dental services were provided to many sites through the use of a mobile dental unit financed with Title I migrant funds.

Parental involvement increased this year for both regular and summer term projects. Staff contact with parents in the home was the most effective home/school contact.

Service improved on the migrant student record transfer system, but teachers and administrators complained that the forms had limited information on them. The coordinator noted that data stored at Little Rock may not appear on the forms unless specifically requested. Proper use of the migrant student record transfer system is important since funding depends on the number of students registered.

All regular and summer term projects had contact with at least one Title I representative from the SEA during FY 74 regarding the 89-750 migrant programs.

Many of the summer migrant project directors are teachers or counselors during the regular school term. Interviews of the project directors during visits to three summer sites by the Program Review and Documentation Unit indicated that these directors did an excellent job of organizing, administering and supporting their migrant programs.

The migrant coordinator and his staff plan to expand medical services, seek smaller student/staff ratios, expand programs through more grade levels, increase career education programs, seek out migrant children not currently being served, encourage program development through community

awareness of the availability of migrant funds, extend summer programs into fall, increase services in the area of early childhood education and field test curriculum in specialized reading skills.

FY 73 Recommendation Follow-Up

In the FY 73 report, one of the recommendations made was that there should be a continuation of efforts by the state office to locate eligible migrant children in Illinois. During FY 74, there were more migrant students participating in migrant programs than the previous year, and additional projects are currently being funded in new communities for FY 75.

Increased medical and dental services were provided to migrant children during FY 74, which indicates an effort to implement the recommendation made last year to provide such services.

There is still a need, however, for the state office to continue inservicing administrators and teachers in developing program objectives and evaluation tools.

FY 74 Recommendations

1. Further inservice training for migrant personnel is necessary in order to assist them in writing behavioral objectives which would include measurable standards for success. Three inservice sessions are already scheduled for FY 75. Teachers should be inserviced as well as project directors, since the objectives in the proposal constitute a contract between the site and the SEA. It is important that the migrant staff be prepared to meet the conditions of the contract; i.e., the proposed objectives and goals.

2. Project directors and teachers should fill out questionnaires not only after the state workshop held every June, but also at the end of the eight week projects, to determine the value of the inservice sessions that were held in Chicago. By requesting feedback at the end of the projects, the SEA will be better able to determine which inservice topics had long term value. The staff at local sites should also be requested to submit suggested inservice topics for the next state workshop.

3. A feedback loop between the SEA and the clients at the local sites should be developed so that the SEA received information regarding the effectiveness of the following:

   a. the OSPI curriculum in career education.

   b. the OSPI curriculum in reading.

   c. the Texas interstate teachers.

4. More intensive inservice training of project directors and teachers should be done on utilization of the information stored through the migrant student record transfer system. This could be accomplished by SEA migrant staff during local site visitations.

5. The evaluation unit should develop a manual to accompany the self assessment questionnaires that would explain to the local sites how the questionnaires should be completed and would define the terms used.

CHAPTER 2

CASE STUDIES OF THREE MIGRANT PROJECTS

During the summer of 1974, three migrant projects were visited by members of the Program Review and Documentation Unit. Two of the sites were located in rural farming communities, and one was located in a suburban area outside Chicago.

Each visitation lasted two days, during which time the project director, recruiter, teachers, aides, older children, parents and townspeople, if appropriate, were interviewed from questionnaires developed prior to the visits. Teachers were also observed as they conducted their classes.

The interview questions were originally designed not only to learn about the project/child relationship, but to also determine the community/migrant relationship and effect of the school program on this relationship. Any effect of the school program on the community/migrant relationship was not discernable to the observers. The migrant project tended to operate in isolation from the local community. Those teachers and staff that were interested in working with migrant children formed a temporary community that shared a genuine concern for the future of the migrant children.

In Princeville, all the migrant teachers, except two, lived outside of Princeville during the academic year. The Park Forest project was based out of a day care center, and the staff taught in neighboring school districts during the year. Only Hoopeston had its regular term teachers teaching in the summer project.

Since the migrant projects had little influence on community attitudes, the focus of the interivews shifted from perception of community attitudes to project related topics.

The information obtained at each site became less detailed as the size of the community increased. It was much easier to grasp a more detailed picture of a migrant summer school project and community feelings towards that project at a rural site than in a suburb.

The following section consists of descriptions of the migrant summer programs at Princeville, Hoopeston, and Park Forest based on the interviews that were conducted.

Site: Princeville Elementary School
Princeville, Illinois

Congressional District: #18

Individuals Interviewed:				
	Project Director	1	Aides	2
	Recruiter	1	Older Children	6
	Teachers	6	Parents	4
			Townspeople	4

Princeville is a rural community with a population of 1,455 located in central Illinois. The Joan of Arc canning company has a plant there, and hires migrants from Texas to pick crops such as asparagus, peas, corn and pumpkins between May and October of each year. Housing in camps is provided for the migrants, rent free, during their stay in Princeville. The migrant summer school project has been operating for eight years.

The summer school program was much more informal than a typical regular term program. The children were free to move about the classrooms; swimming was part of the curriculum; field trips were taken once a week. To encourage older students to attend school, parents were informed that the children could arrive at school at any time; tardiness held no consequences in summer school. The children were welcome to come to school after they had worked in the fields. Career awareness classes, where students were exposed to a variety of jobs that were realistically possible for them, were provided as incentives for the older children.

Two summer school programs operated concurrently at the Princeville Elementary school this past summer. One program was a remedial program funded through ESEA Title I 89-10 funds that served the children who lived year round in Princeville. The other program was the ESEA Title I 89-750 migrant program. Last year, the 89-10 summer school classes were combined with the migrant classes. This year, the school board voted

against the integrated summer school program, because they felt the town children should be receiving strictly remedial work rather than academics combined with field trips and swimming. The Princeville migrant school staff hope to reinstate an integrated summer program next year.

Project Director

Ms. N, the project director, had been teaching in the migrant summer school program for the past five years; Ms. N was brought up in the area around Princeville, although she taught elsewhere during the academic year. This was her first year as project director.

Ms. N and the director of all Title I programs in the district wrote the proposal for the project. Staff were selected based on their interest in teaching migrant children and their qualifications. Since eight Princeville teachers were already teaching in the 89-10 summer school program, only two summer teachers were from Princeville.

Ms. N saw the strength of the project in "staff flexibility and their great attitude toward migrant kids." She saw, for herself and her teachers, a need for long range planning. Ms. N felt that she could improve as an administrator by determining specific goals whereby her staff could best serve the migrant children in an eight week program. She would like to see the teachers develop reasonable classroom goals that could be accomplished in the time allotted, rather than skim over material in order to meet an unreasonable expectation. Ms. N would like to organize a work study program for next summer, but she did not know the best methods for implementing such a program or how to approach potential employers.

Ms. N evaluated her staff through classroom observation. She was always in the building and was easily accessible to all teaching and

non-teaching staff. She felt she needed assistance in developing different and more sophisticated evaluation tools, but Ms. N did not know who to turn to for assistance.

Recruiter

The recruiter for the Princeville program, Mr. G, was a sociology student from San Antonio, Texas. His experiences during the summer were to be incorporated in a paper for which he would get field work credit. He had been living in the camp for the past two months with the knowledge of the camp foreman. By living in the camp, Mr. G was able to get closer to the migrant parents and earn their trust.

Mr. G had varied responsibilities. He had visited every dwelling in the three camps in the area and had obtained the names, ages, and schools last attended for all children under 16. He took care of attendance records and sent updated migrant student record transfer system forms to Springfield. Mr. G took children to clinics and translated prescriptions for the parents. He also tutored children who had little or no knowledge of English.

Mr. G felt a need for greater interaction between the migrants and the community. He suggested the organizing of a welcoming committee.

Teachers

This was Ms. H's third summer at the project. She is not bilingual and she teaches in the northern part of the state during the school year. She is "in love with the migrant kids." She is very impressed with the closeknit family life of the migrant and described them as the hardest working people she has met.

In class, she wanted to improve the migrant child's abilities in reading, language and math. She wanted "to make them fit into the world

. . . to build their self-concept." Ms. H has had good experiences with the migrant parents she has worked with. She has found them to be very interested and supportive, commenting that she would rather work with these parents than her regular term Anglo parents.

Ms. D was teaching for the very first time. She found that her picture of the migrant child was idealistic. The children were less excited about learning than she expected. Her goals for the children were: 1) to improve skills they had already been taught, 2) to instill the idea that learning can be fun and challenging, but a challenge that they can meet, 3) to be aware of other job opportunities, and 4) to be happy with themselves and considerate of others. Her long term goal was to eliminate the children from the migrant stream.

Ms. B, a bilingual candidate for a Ph.D. in Spanish, was teaching at Princeville for the first time. She taught high school students in Peoria during the regular term. Although she was interviewed in February, she was hired just before the summer session since another teacher turned down the job. Consequently, she did not have an opportunity to plan her eight week curriculum. She used several methods for identifying individual strengths and weaknesses in the areas of math, reading, and writing of both Spanish and English. She usually divided the children into three ability groups. She and the aide would each work with a group while the third group worked independently. When there were no field trips, class would start with P.E., followed by one-and-a-half hour of English/Language Arts and then one-and-a-half hours of math and some science, utilizing math games as much as possible. After lunch she worked on writing and spelling in Spanish, art and music. She used no planned curriculum; she "winged it" on a day to day basis. As a consequence, she had no idea how to evaluate the program.

Ms. B. Felt the state office could help migrant teachers by supplying "teaching English as a second language materials."

Mr. W, the Texas teacher, had spent several summers in Princeville. He has a strong desire to help migrant children get out of the migrant stream through education, although he had commented during a later conversation that "there will always be more migrants because as the present ones gain education or other skills and drop out, new migrants from Mexico will come."

He noticed that many of the children view the summer school as a vacation school. He felt the majority of the parents liked the summer school because: 1) it kept the children out of the camps, 2) it served as a day care center, 3) it was a good educational experience, and 4) it was a vacation school. He had heard directly that some parents were concerned that the children were not getting enough academics.

Mr. W felt a need for more academic tools. He suggested that a handbook be developed locally for each grade. This handbook would include general lesson plans to help the teachers. He would like to see greater use of behavioral objectives and the development of assessment techniques to better diagnose the childrens' weaknesses and teach those skill areas.

Ms. D teaches in a neighboring community during the regular school year, and has been teaching in the Princeville summer program for the past three years. Ms. D's classroom goals were: 1) to improve the migrant child's self-concept, 2) to make the child bilingual since these children are usually poor in Spanish and English, and 3) to keep them in school. She saw the ultimate goal of the program to make the migrants see the value of education. She noted that the children are starting school earlier and staying in longer. Ms. D commented that the migrants do not perceive

their situation to be as bad as Anglos do. They see their life as hard work and hard play.

Ms. D, like the other teachers here, visited the parents in the camps approximately once a week. She noted that, in the past, parents did not send their children to summer school. Parents were now more supportive, but if money was tight work would come first.

Ms. D. felt the community was afraid of the migrants because they didn't understand them. She noted that in spring of 1973, the former project director held a meeting for the Anglo parents whose children would be in the integrated program and explained some of the cultural differences between the Anglos and the migrants. Most of the parents who attended the meeting sent their children to summer school. Ms. D found that a more positive attitude change occurred in both groups of children as a result of the integrated program. Ms. D was sorry the integrated program was discontinued.

This was also Ms. S's third summer teaching at Princeville. She loved working with migrant children and felt there was a positive attitude among the summer school teachers. Ms. S's goals were: 1) to make the children like school, 2) to make them like themselves, and 3) to provide some academics but to emphasixe self-concept. Her long term goal was to see them leave the migrant stream.

Ms. S thought the attitude of the migrant and the Anglo children had improved during the integrated class sessions last summer.

Aides

Ms. T, a migrant aide, has been coming to Princeville for the past eight years and has been an aide for six. She was certified with the summer program in Illinois as well as the program in Texas. She was excited that her daughter was learning good Spanish in the Texas school

and was visiting new places and getting remedial help in the Princeville program. She also commented that the summer school program kept the children busy while the parents were working. Ms. T liked the idea of teachers visiting the homes. Although she liked the Texas and summer school teachers, she felt the regular term Princeville teachers were too strict with the Anglo and the migrant children.

Ms. L, another migrant aide, has been coming to Princeville for ten years and has been an aide for six. Her responsibilities appeared to be general: aiding the children with math and reading, helping them write their names and numbers, watching the class when the teacher left the room. She felt the program was good and that the children learned a lot. She commented that her daughter was learning more in Illinois than in Texas, although she felt that the summer term Princeville teachers responded more warmly to the migrant children than did the regular term teachers. Ms. L felt home visits were helpful in some cases, and she had no suggestions for improving the school program.

Older Children

Manuel was 13 years old and had been coming to Princeville for two years. He liked the school and his teachers. His favorite subjects were art, math and gym and he especially liked the field trips. He was satisfied with the segregated classrooms, since this arrangement allowed him to play with all his friends from the camp, although he stated that he also played with children from the town.

Donna, 14, had been coming to Princeville for "a long time." She liked school, especially the field trips and the vacation classes (sewing, cooking and shop). Donna preferred the segregated grouping since there were so many fights last year. She commented, "My parents send me to school because there is nothing important I can do in the camp."

Two other older students who were interviewed had been coming to Princeville for three years. They especially enjoyed the field trips and swimming. One child liked the integrated program last year, while the other child preferred being with the migrant children.

Five town children from the summer Title I program were interviewed. All had participated in the integrated program the previous year. Of the first two children interviewed, one was an Anglo and one was a settled out migrant. The Anglo child preferred summer school this year because the day was shorter and he felt he was learning more. He did miss the field trips. The settled out child preferred the mixed class to segregated classes, while the Anglo child didn't care. Neither had heard any preferences by their parents.

Parents

Three families were interviewed at the camps. All three families welcomed the interviewers courteously, including a ready invitation to come inside their clean and orderly, but cramped for space, cabins.

In the first cabin Mr. and Mrs. S welcomed us into their one room which they shared with their child. Mrs. S had been coming to Princeville every summer since she was born 21 years ago. She was enrolled in the school system as a child and could compare her experiences with those of her child. The addition of a summer project, via Title I 89-750, had made quite a difference. She especially liked the fact that the teachers came out to the camps to talk with parents about their child's progress. Mr. and Mrs. S were so concerned about their child's education that they were going to stay in Illinois this year so their child could begin kindergarten (in Illinois a child can start school if he is five by

December 1). They would put their child in a private school if they went back to Texas although the cost would be high.

Their child liked school very much. Mrs. S did not care for how the migrant children were grouped and segregated when they came in April. The school district claimed it did this to avoid large classrooms.*

Another parent felt the program at the school was excellent. She liked the field trips and was glad the summer program was not too academically oriented.

A third parent, Mr. Y, was in Princeville for the first time. He was a construction worker in Texas. His older sons were working in the factory because Mr. Y felt the school was not providing enough academics. However, the boys were to attend school in the fall. The younger son, perhaps reflecting the impressions in the home, did not like summer school because he was not learning enough. Mr. Y had suggested that the boy thinks of the school as a "vacation school". The father probably utilized the school as a free day care service.

Townspeople

Since Princeville was a very rural community, it was possible to interview townspeople regarding their impressions of the migrant summer school program.

The bank executive's perception of the migrant summer program was that it was a day camp. He was opposed to the number of field trips and felt that summer school was a time for remedial work. He was in favor of the concept of a summer school program for migrants, but he felt the emphasis was in the wrong place.

* The migrant coordinator has noted that migrant children were pulled out of regular classrooms for an 89-750 funded tutorial program only.

child. He was concerned about the needs of his own children. He mentioned that his daughter needed help in math last year, but that she could not get that help unless a tutor was hired.

The druggist had heard of the program at the summer school. Mr. P had no strong feelings about the school, but he stated that some townspeople were jealous because they felt the migrant children were getting extra privileges at the summer school. The druggist's son-in-law, a member of the town council, thought the money was well spent.

Mr. S had an extensive historical perspective of the migrant influence on the community over the past 27 years. He was currently an administrator at the Joan of Arc plant in Princeville, but he had worked as a recruiter for migrant help in Texas as a foreman.

Until his heart attack last winter, he had been serving on local school boards for 20 years. In this time, he had noticed a big difference in the education of migrants. The school " . . . attaches them to our society." Mr. S felt the children needed the continued structure that summer school gave them, and he noted that the "school keeps children busy if they can't work." He felt the school could benefit the migrants by enabling them to get out of the stream.

When asked about the integrated summer school program that was held last summer, Mr. S noted that it had some good social and fiscal (economically more efficient) benefits. However, due to the vociferous demands of several parents, the board voted to have separate but equal programs. Mr. S was on the borderline but he left early and did not vote. He

> It is probably better this way, because the town wasn't ready yet for an integrated program, maybe in another five years. For example, when you brought these two groups together last year the slow Anglos were mixed in with migrant students who ranged from slow to very bright. Because of this uneven mix, the migrant kid will always win.

School was viewed as competition between groups to Mr. S. He had difficulty accepting the idea that an Anglo could perform less effectively than a migrant. This feeling was shared by others, since hard feelings developed when a migrant won the sewing contest last year.

Regarding summer school, Mr. S. felt, "The field trip route may bring more kids into the school, but time would more wisely be spent on basics. This will develop better leaders who can help their people."

Site: Hoopeston Elementary School
Hoopeston, Illinois

Congressional District: #22

Individuals Interviewed:				
	Project Director	1	Aides	2
	Recruiter	1	Older Children	2
	Teachers	4	Parents	3
			Townspeople	2

Hoopeston is a rural community, somewhat larger than Princeville with a population of 6,461, located in the central east section of Illinois. The Joan of Arc canning company is located there along with Stokely-Van Camp. Both companies hire migrants from Texas to pick crops such as asparagus, beans, corn, and pumpkins between May and October of each year. Migrants and townspeople are also hired to can tomatoes in the factories. Housing at the five camps in the area is provided for the migrants, rent free, during their stay in Hoopeston. The Title I migrant program has been operating for eight years. Prior to 1966, programs for migrants were run in the camps by local communities around Hoopeston.

Project Director

Mr. W, the director of the summer migrant program, has lived in Hoopeston ten years, and has been involved in the migrant program for the past eight years. He was a teacher in the classroom the first three years, and has been director of the program since then; he is a high school counselor during the regular school year.

Mr. W noted that attendance by migrant children has improved over the years and felt that the children were more attentive and performed closer to grade level. He attributed these changes to: 1) stricter labor laws, 2) parental encouragement, and 3) an enjoyable school program.

A different staff works with the migrant children during the summer than during the regular term, although both staff have had minimal turnover over the years. During fall, 1973, Mr. W required all teachers of migrant children to enroll in two graduate level courses that were taught through Eastern Illinois University. The content of the courses were: techniques for teaching the migrant child and Mexican-American culture. Although the courses were successful, they will not be repeated, since there has been no staff turnover.

Recruiter

Until this year, migrant women working as aides have acted as liaisons to the parents, listening to parental concerns that the parents would not discuss with Mr. W. The aides would convey these concerns to the school. This year, a former migrant woman was hired as a recruiter. Her job has been to act as a liaison between the camps and the school and to encourage parents to send their children to school.

Ms. R, the recruiter, was a former migrant who is now married to an Anglo and living in Hoopeston. At the beginning of the summer she visited the five camps in the area and pre-registered the children for school. She later returned to the camps to encourage the parents to send the children to school after the asparagus crops were in. Since summer school is not mandatory, part of her job was to persuade the parents to allow and encourage the children to attend school. Ms. R told the parents that the children would be safe at school, meet new people, have new experiences, get fed, swim, and would go on field trips.

The growers had been very cooperative in allowing her to visit the camps. Ms. R always informed the personnel office when she would be visiting the camp and reason for her visit. When Ms. R was not visiting the camp, she worked as an aide in the first grade classroom.

Teachers

Mr. D, a fifth-sixth grade teacher has lived and worked in Hoopeston for ten years and has been teaching migrant children for three years. Many of his teaching and non-teaching friends felt that the migrants "are here. You put up with them. They go back." Mr. D felt that a greater percentage of the community was aware of the migrants and was concerned about their living situation. He felt the news media was responsible for the increased community awareness. Mr. D noted that the Catholic church was conducting a Spanish mass.

Mr. D's immediate goals for the migrant children were to: 1) interest them in education so that they would stay in school, 2) expose them to the Anglo culture so that they could function in two cultures, and 3) teach basic academics. His long term goal was to keep the children in the educational stream as long as possible.

Mr. D tried using the Michigan math program which was presented at the state workshop that was held in June, but he felt there was not enough time in the summer to do the program effectively. He taught math in small groups and introduced games that reinforced language, spelling and math concepts. He found that the migrant student record transfer system was of no value to him in placing his students. Instead, he relied on information obtained through a testing program that was being developed in Hoopeston through migrant funds (see Appendix B of last year's annual report).

Mr. D saw the parents on parent night. He visited the camps last year, but he had not gone out this year. He felt the majority of the parents wanted their children in school.

Ms. Y, a resident of the community for the last two years, was teaching migrant children for the first time this summer. During the

regular school term, she taught second grade. Ms. Y did not feel that she has a biased attitude toward the migrants; however, she did feel that the community was against migrants, and that the majority of people in Hoopeston looked down on the migrants. During her first year at Hoopeston, she saw the community children playing with the migrant children, but she has not seen it since.

Although Ms. Y had not visited the parents of the migrant children, she did state that she would like to see how they live.

Her goals were to help the children become more familiar with the English language, reading and math.

A fourth grade teacher, Mr. J, has lived and taught in the community for eleven years and has been involved in the migrant program two years. He felt that if the migrant population did not come to Hoopeston, the economy of the town would suffer. He said he felt sorry that the migrant children moved around so much. He thought that some of his friends, non-teaching and teaching, really cared about the migrants.

He felt the community attitude was one of coexistence, with the migrants bringing in added business. Mr. J stated that maybe the community attitude towards the migrants was changing. There appeared to be more acceptance; he felt the settled out migrants were considered part of the community. Mr. J visited the migrant parents in the past, and he felt the parents were favorably impressed with the schools.

Mr. J's goals centered around math and reading skills. He had attempted to use the Michigan materials but felt that more supplementary materials were needed. His ultimate goal was to have the migrant children educated enough to function successfully in either culture.

He had noted changes in the children he had last year; they seemed to have more confidence. He felt the Texas based teacher was the best thing that could have happened to the program.

He completed the migrant student record transfer system forms, but Mr. J is more concerned with the local testing program.

Mr. S, the Texas based teacher, was teaching in Illinois for the first time. He has taught migrant children for 13 years. He liked the program in Hoopeston and would have liked to stay there because of the attitudes of the teachers and staff. He felt that the Hoopeston summer teachers were less rigid and more accepting of migrant children than the Texas teachers in his community; the children were expected to be quiet and orderly in Texas. Mr. S felt he was able to see the Anglo and the migrant side of problems. He noted that the community treated the migrants well, but basically it just tolerated the migrant.

Ms. S informed the interviewers that when the children returned to Texas, those that arrived in October or November would be enrolled in a special migrant school that lasted an extended day - until 5 p.m. Since these children will leave Texas in April, by attending a longer day, they would be able to complete the material for the academic year.

Aides

Ms. T, the migrant aide, has been coming to Hoopeston for ten years, and has worked at the school for two. She liked the summer program and felt the children liked it, too. She generally assisted the teacher by teaching small groups of kindergarten children their numbers, letters and colors. She felt the children learned more in the summer school than in Texas, noting that in Texas the children learn everything from books, while in Hoopeston they learn with games.

Although the teachers here were not required to visit the parents at the camp, Ms. T thought it would be a good idea.

The aide noted that her child had learned to read in Hoopeston last summer, but when he was placed in a kindergarten program in Texas, he forgot how to read.

Ms. M has been coming to Hoopeston for eleven years, and for the last seven years, she has worked as an aide in the summer program. Ms. M and her husband arrive in Hoopeston sometime in April and remain until early November. Since they were expecting their first child and were concerned about its future, they were considering the possibility of staying in Hoopeston.

For the past three years, Ms. M has been assisting in the field development of a culture fair test. She has been administering the Kuhlmann-Anderson intelligence test, the Illinois Test of Psycho-linguistic Abilities and an SRA test, Form A. She has also been involved in the field testing of the culture fair tests that have been developed.

According to Ms. M, the program in Hoopeston is very good, since it gives the students more time to complete their work and employs the use of educational games. She noted that the students also get dental care, physical examinations, and free lunches. She did not know enough about other school programs to make any comparisons.

Although teachers at Hoopeston were not required to visit the parents in the camps, Ms. M felt it would be beneficial for both the teachers and the children. She explained some of the underlying fear of the migrant mothers. The close family ties had made them afraid of sending the children to school; they were afraid the children would get lost.

Ms. M felt the program should remain the way it is, since it gave the children the chance to get away from the camps and go places.

Older Children

Roberto has been coming to Hoopeston since he was born. He was now 11 years old and in the fourth grade.

He said that he liked going to school at Hoopeston and he especially liked the teachers. At times, he played with some of the children in the community; he had no particular feelings or attitudes toward the town children.

He did not go shopping with his parents and had never been in the stores in Hoopeston. He was not allowed to go shopping because he would want things that his parents could not afford to buy.

The teachers had not visited his home and he was not sure that he wanted them to. He did not want to change the school. However, he did say he would like to change the way the people in the community behaved.

Nellie was in the third grade and had been coming to Hoopeston for the last three years. She liked the school in Hoopeston because to her it was fun. She said that she liked all of her teachers and had no favorite one.

Nellie did not play with the children who lived in the community. She had five brothers and five sisters and stated that she had a lot of people to play with in the camp. She thought her parents liked the school; they encouraged her to attend every day. Nellie, unlike Roberto, did go shopping with her parents. She found it enjoyable because they were able to buy her things.

The teachers at Hoopeston had not visited Nellie's parents at the camp, but she would like for all of the teachers to visit the camp.

Parents

Three parents were interviewed at the camps. All of the parents gave favorable feedback regarding the quality of the program. All seemed satisfied with the kind of services and opportunities the children were receiving at the school.

Townspeople

The manager of the Joan of Arc plant has worked there since 1946. He commented that in the spring and fall, the fields are monitored to insure that the children are in school; but in the summer, when school is not mandatory, he encouraged the children to attend school instead of work.

The manager had visited the classrooms, but was not very familiar with the migrant school program. His wife taught migrant children.

Migrants have frequented the local supermarket since it opened eight years ago. The manager said he would consider hiring migrants, but he has not done so. He gave the children tours of the supermarket and explained the operation of the store; he thought the children benefited from the experience.

Site: Grace Migrant Day Care Center
Park Forest, Illinois

Congressional District: #17

Individuals Interviewed:				
Project Director	1	Aides	2
Recruiter	1	Older Children	0
Teachers	4	Parents	1
		Townspeople	0

Park Forest is located between Chicago and Kankakee. It is a suburban community with a population of 30,864. The migrants here are scattered, working on individual farms. There are no large company owned camps as there are in Princeville and Hoopeston. As a result, bus pick-ups of children frequently took over an hour. The migrant children remained at the non-profit school from 9 a.m. until 5 p.m.; their ages ranged from infants in the day care center through high school students. Children received breakfast, lunch and dinner.

The visit to Park Forest was not as thorough as the visits to Princeville and Hoopeston for a number of reasons. Since the program was operating in a suburban environment, the contact between the local citizenry and the migrants was not nearly as intertwined as it was in the small towns. The local businessman here rarely saw many migrant families. Another reason for a less extensive examination of the project was timing. When the interviewers arrived at 9 a.m., the children were arriving and going to the cafeteria for breakfast. After talking with the director at length, the interviewers visited the classrooms. By noon, the children were boarding the buses to go swimming for an hour, to be followed by lunch. After lunch, students from nearby Governors State University came to the site to teach science. Although teachers and staff were interviewed extensively the first day, most of the school left for field trips on the

second day. Consequently, although the interviewers talked to the children, there were no formal interviews held. Only parents who were working as aides were interviewed since it was too inconvenient to visit a parent while s/he was working in the field or at night. In spite of these limitations, much was learned regarding how one particular director ran his project.

Project Director

Mr. F has been director of the project for the past three years and works as a high school teacher during the academic year. He was satisfied with this arrangement, since he felt that alternating between a teaching and an administrative position provided him with a better perspective than if he were a full-time administrator.

Mr. F felt the administrator's major role was that of a "hustler", of someone who was able to utilize every resource possible from the community. He spent a large percentage of his time tapping every community and state resource he could find to help the migrant children and their families. For example, he arranged for the migrant children to swim at the city pool during the lunch hour when the pool is closed to the public. He also persuaded a local church to loan its school buses to the migrant program during the lunch hour so that the children could be transported to the pool. He then rounded up volunteer drivers to drive those buses.

During our visit, Mr. F was on the phone much of the time endeavoring to get the money that had been allocated to his project, but not yet delivered. The Park Forest project was not part of a public school system. Since he was unable to use public school funds to tide him over until state money arrived, he owed money to food companies and he had taken a loan out at the bank to pay his staff. However, his loan had been used up and he was facing the prospect of not being able to pay his staff.

In terms of curriculum development, Mr. F would like to see a short form developed similar to the one he remembered seeing at the Joliet migrant project to diagnose the children's academic need areas. He also suggested that curriculum materials be available to him in January to peruse. That way he would have some lead time to suggest program materials before the project started.

Recruiter

Ms. M, the recruiter, has been working for the project as a recruiter for the past six years. A former migrant herself, she had been a volunteer teacher in the preschool program before the Title I project began. She later worked as a nurse's aide. The experience provided her with information as to where the migrant families were located. Last year she combined recruiter duties with that of parent coordinator. She acted as a liaison between the parents and the children when there were conflicts. At the time of the interview, she was attempting to arrange a parent meeting on child abuse to be conducted by a professional.

Ms. M saw each parent at least once; she also accompanied teachers when they visited the migrant parents. Ms. M would go out to a home, introduce herself to the migrant parents and describe the program. When the migrant project first began, parents were reluctant to leave their children with strangers. Gradually, as the parents became convinced the school was safe, they began sending younger and younger children. New parents in the community have been persuaded by the other migrant parents to allow their children to come to the school.

Ms. M encouraged the parents to buy books and to have their children describe what they learned in school. She encouraged parents to help in school on rainy days when they could not work in the field.

Ms. M noted that the children frequently preferred going to school in Illinois over Texas. Some parents thought the children learned more in Illinois.

Teachers

Although this was Ms. L's first year as a teacher, her husband had been a teacher at this project previously and she had done volunteer work so she was not really new to the Park Forest migrant project. She had lived in a nearby community (Midlothian) for 20 years and believed the community attitude toward the migrants was good. She often took her six-year-old students to the park to play and she had had only good experiences with Anglo and black children and parents.

Ms. L stated that the migrant children and their parents liked the school and that the parents were very enthusiastic when the teachers went to the homes. She had made only one home visitation with Ms. M, the recruiter, but since she worked from 9 a.m. until 5 p.m., parental contact in the home was naturally limited.

Ms. L had one aide and worked with 19 children. She tried to teach the children their colors, how to count to ten, their ABC's and the Spanish alphabet. Ultimately, she would like to have them read and write in Spanish and English. She felt successful when a girl who at first knew no English began answering the roll call "here" instead of "aqui".

Ms. C was from Utah and had been teaching for three years. During the regular year she was a bilingual teacher at a nearby district. She enjoyed the work and had previously worked as a volunteer for two summers.

Ms. C taught four-year-old children at the project. The day care center could not afford to maintain these young children so the project attempted to educate them. Rather than babysit with these children, she

was attempting to teach the children how to get along with each other. This was difficult because of the varying levels of social maturity the children displayed in her group. Academically, she worked on colors, numbers, how to write names, and motor coordination. She believed it was important to give these children experiences which would teach them concepts in their own language, so that when they returned to Texas and started school, they would at least understand the important beginning concepts in their own language. If they knew the concepts, transfer could be facilitated.

She felt that the parents really trusted the program or they would not even let their children attend. The parents seemed concerned and interested. When she had visited a home, the parents had gathered up all their children's papers to show her.

Mr. R, a former migrant, had been a teacher's aide prior to this summer. This was his first job as a teacher, and he was interested in improving the children's ability to follow written instruction. To that end, he tried to write all instructions on the chalk board. Mr. R had no set techniques. He used the Michigan science materials, but he did not like the language development component. He had done two experiments before Governors State University students began teaching their six week science program to the migrant children. Mr. R used the Michigan math program as a guide to indicate where to start working with the children.

Mr. R's long term goal was to allow migrant children to see the nice side of life. He wanted the children to see people of Mexican descent, like himself, helping other migrants so that the children, in turn would help others.

Mr. R thought migrant children were better off now. He felt they were smarter, and their parents were more aware of services available to them.

Mr. R made up folders for each child to take back to Texas, so that the Texas teachers would know what the children had accomplished in Illinois.

Ms. B, the teacher of the seven/eight-year-olds, has lived in the area all her life. This was her first full-time teaching position; she had worked previously as a teacher's aide. She felt that if migrants could succeed in the school system and feel a sense of personal worth, they would have an impact on the people they dealt with in the community. Then, perhaps, the community especially the older people, would treat them with more respect. Ms. B wanted her children to gain new knowledge, while retaining information they had already learned.

Ms. B felt that her children needed to experience immediate success experiences. She tried to make learning fun. She expressed a need for more bilingual curriculum ideas. Ms. B complained that the state van which traveled around Illinois all summer was almost always empty of materials. She commented that if she had not taught as a bilingual aide last year, she would have had a lot of difficulty this summer.

She felt the parents wanted to know if the children were behaving well and doing well in school.

Ms. B was unfamiliar with the migrant student record transfer system; she had never seen it.

Aides

Ms. T worked as an aide with the nine/twelve-year-olds. She had lived in the area all her life, but this was her first time in a classroom. She

felt the program was good. She did individualized work with four children in language arts for Spanish and English, spelling, math and art.

Ms. T felt that visits to the parents' home were good because attitudes towards school became known, as well as the parent/child relationship.

Ms. J lived in the surrounding area for the past year. She worked with seven/eight-year-olds and had been in this particular migrant stream for the past four years. She felt her responsibilities were clear. She helped the children with their work and took them to the bathroom. She felt the children were learning to add and subtract, along with learning the alphabet in Spanish and English. Since she had two infants enrolled in the day care center, she felt it was important to learn from the teachers how the children behaved, ate and learned their assignments.

Parents

This parent, who worked at the day care center, had seven children. Three of her children were currently teacher aides, one was in school, and three were working in the field. She thought the Illinois program was better than the Texas program. Here, her children were learning to read and write in Spanish and English. She commented that bilingual education was introduced in the Texas program last year. She thought her daughter was able to read and comprehend better. Since her children attend the migrant school in Texas, they do not attend regular school in Illinois in the fall.

CHAPTER 3

IMPORTANT ISSUES CONCERNING MIGRANT EDUCATION IN ILLINOIS

As a result of the visits to three projects described in the previous chapter, several areas of concern were pursued in the form of an interview with the state coordinator of migrant programs, Larry Jazo.

Role definition was the first topic covered. The migrant staff has been expanded and there are currently three educational specialists hired to assist the migrant coordinator in implementing five specific objectives during FY 75. These objectives include advancement of career education programs, seeking out migrant children in the state that are not currently being served, encouraging program development through community awareness of the availability of migrant funds, extension of summer programs into the fall, increasing services in the area of early childhood education, and field-testing curriculum in specialized reading skills.

The migrant coordinator plans to expand medical services, seek smaller student/staff ratios, expand programs educationally, e.g., if a program currently serves children through the sixth grade, he wants to extend the program through the eighth grade, and expand the Texas teacher program. Since so many schools commented on how invaluable the Texas teachers were, one of the educational specialists has already contacted 17 potential teachers to come to Illinois from Texas next summer.

The Hoopeston project will continue to examine intelligence tests. The developers will be expanding the study to two larger projects to provide further validation. Field studies will also be done regarding the

effectiveness of the career education program and a phonics program developed by one of the educational specialists.

Cooperation with Texas is still limited. The migrant coordinator pointed out that while Illinois serves 3,500 migrants, Texas serves approximately 85,000. Such a large population to be served creates internal complications that prevent Texas from cooperating as fully as it might with the receiving states.

The coordinator feels rapport among the state coordinators is important for interstate cooperation. Since out-of-state travel in Illinois is limited, the coordinator attempts to host most regional coordinator meetings. This way, Illinois can be represented at the meetings and be aware of what is happening in nearby states.

The Illinois coordinator visited the Wisconsin migrant programs this summer in an exchange with the Wisconsin coordinator. Although he felt the exchange took place too late in the summer to really examine the scope of the projects, the coordinator felt that the Wisconsin programs compared favorably to the Illinois programs. He noted that Illinois programs were housed in better facilities. He felt that the best facility in Wisconsin was equal to an average facility in Illinois. One important difference in the two states was the size of the SEA staff. While Illinois currently has four state staff members serving the migrant children, Wisconsin has only one, with an additional person hired for summer only. That means a total of two staff members to inservice, monitor, and evaluate local programs.

To further efforts at interstate coordination, the migrant coordinator suggested that staff from other states could be invited to share and learn from the Illinois state workshop that is held every June.

The migrant coordinator has observed a coming together of local project directors and an increased openness on their part to discuss what they are doing at their projects. The coordinator attributes this change to continued meetings over the year. He noted that four years ago there was one workshop a year with no directors' meetings. This year, there are already three meetings planned. An open invitation meeting has been set for December 18, 1974 to specific agencies in Illinois such as the Department of Children and Family Services and the State Public Health Service regarding their concerns for the migrant children.

The assessment of needs of the project directors has been done informally through probes during visits by SEA staff at the sites. Responses to the self assessment questionnaires and the annual Title I evaluation report are also used to assess director needs. This year, writing performance objectives and evaluating projects will be stressed at the directors' meetings. The Title I 89-10 handbook on writing performance objectives will be examined by the directors; the importance of objectives will be covered along with discussion of the purpose and value of testing. Directors will be informed of the need to disseminate failures as well as successes. The migrant coordinator hopes that as a result, better proposals will be submitted next year.

There is still a need to be sure that the information that is conveyed to the directors will be passed on to the teachers. Since they are the ones in the classroom, it is important that the teachers think in terms of performance objectives and evaluation.

Regarding teacher selection, the migrant coordinator is concerned that the best teachers and the most dedicated teachers are hired for the job. He encourages the hiring of: 1) bilingual/bicultural teachers,

2) primary level teachers, 3) experienced migrant teachers, and 4) local teachers. He feels that experienced migrant teachers are beneficial because they have had a lot of experience in selecting appropriate materials. He feels that if teachers could learn to make best use of the mobile van in the beginning of the summer, they could plan their summers better. It was noted that a teacher cannot predict the specific needs of her students until they are in the classroom.

When asked about curriculum selection, the migrant coordinator stated that the state should provide a leadership role in helping local sites select appropriate materials, but he does not want to regulate curriculum. He noted that at one directors' meeting there will be a display of curriculum materials in the areas of reading skills, math, social science and science. There will also be evaluation materials available.

Last summer, $3,000 worth of materials were added to the state van that traveled around to all the projects. The van was used as a mobile Instructional Materials Center, whereby teachers could sign out for materials to try in their classrooms. The migrant coordinator plans to expand the capacity of the mobile unit by adding more materials and remodeling the van to hold additional storage space.

The state inservice team, who, in the past rode around to the sites in the van, was disbanded this past summer. Since the Texas interstate teachers, who were paid by Texas, were married and had family responsibilities, they did not travel together. They did more monitoring than inservice. They submitted project visitation reports to the migrant coordinator, but the coordinator had no method for obtaining feedback from the sites regarding the value of the traveling teachers. The interviewer suggested that the sites may have outgrown the need for the inservice team, that perhaps the sites needed help on a more sophisticated

level. In confirmation of this observation, the migrant coordinator noted that the Texas teachers frequently picked up ideas from Illinois teachers rather than passed on ideas. It was suggested that the directors discuss the value of the Texas interstate teachers at a director's meeting.

The migrant coordinator felt the migrant student record transfer system had improved, but that the teachers and directors needed inservicing. The most common complaint by the sites was that the forms arrived at the sites blank. The coordinator responded that although the information was in storage at the data bank, not all the information would be recorded on the form unless specifically requested. He was concerned that the sites take the migrant student record transfer system more seriously since funding is based on the number of children entered on the forms.

The final topic covered was the allocation of money to non-profit organizations that housed migrant projects. In the case study on Park Forest, it stated that the project director was running out of money. Although the project had been approved, the money had not been delivered. In projects located in LEA schools, monies are sometimes appropriated out of the general revenue funds until federal migrant funds arrived, but a non-profit organization does not have the alternative. The migrant coordinator stated that he had no control over the situation. The coordinator indicated that a federal contact for the Illinois migrant program will be examining this issue which affects three projects in Illinois.

The Program Review and Documentation Unit would like to thank Mr. Jazo, the migrant coordinator, for his cooperation in this interview and in all phases of data collection for this report.

CHAPTER 4

MIGRANT PROJECT IMPLEMENTATION

This chapter is devoted to summarizing information collected from the FY 74 Annual Self Assessment Questionnaire for the Migrant Programs, Public Law 89-750. Tables 4.1 and 4.2 provide an overview of the projects and their activities during the past year; these tables percede the discussion of project implementation.

Princeville Area Migrant Child Development Center received migrant funds for transportation only and will not be included in the chart or in the data.

General Overview of Regular Term 89-750 Migrant Projects (1974)

Table 4.1

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Rochelle Community Consolidated School District #4011	Bilingual Instruction	By assisting the student with his second language, during the full school year, 10 - 20% will make more than .5 year gain in comprehension & reading second language; 20 - 40% will make .5 year gain; 50% will make .3 year gain; 10% will have mastered reading readiness	16	10			2	2			Good attendance; emphasis on acceptance of their native culture	Poor attendance; short length of time in project; immaturity
	Reading/ Language Arts	40 - 50% will make .5 year gain or more; 30 - 35% will make .3 - .5 year gain; 15%+ will remain the same without losing ground	11	9								

General Overview of Regular Term 89-750 Migrant Projects (1974)

Table 4.1 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Mendota Community Consolidated School District #289 W4002	Reading/ Language Arts	To achieve at a rate commensurate with that of his Anglo counterpart					24	20			Individualized assistance	Short length of time in project
	Mathematics	Same as above					24	20			Same as above	Same as above
Oswego Community Unit District #308 W4008	Reading/ Language Arts	One month of reading instruction is equal to one month of reading success	20	7	21	21	21	21			Individual and small group instruction based on having fun while learning to read	The test was given incorrectly the first time so the validity of the test scores could not be used
Westmer Community Unit District #203 W4005	Reading/ Language Arts	80% mastery of specified reading skills as determined by assessment of needs at start of program							26	16	Small group instruction; good attendance	Eight left after one week; two seemed immature

General Overview of Regular Term 89-750 Migrant Projects (1974)

Table 4.1 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Westmer (cont.)	Mathematics	80% mastery of specified math skills as determined by assessment of needs at start of program							26	16	Regular attendance; stimulus of being part of the regular classroom	Short period of attendance
	Oral Language Development	Improved oral language ability as demonstrated in conversation, class contributions, and general communication							26	16	Parental attitude; regular attendance	Dropping out early in the program
	Bilingual Instruction	Improvement in reading and communication using correct Spanish as well as correct English							26	16	Feeling of familiarity toward subject; opportunity to excel, because all students, including migrants, were taught Spanish; pride in their culture	Dropping out of program early

General Overview of Regular Term 89-750 Migrant Projects (1974)

Table 4.1 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Westmer (cont.)	Physical Education/ Recreation	Improvement in motor skills and sense of enjoyment from opportunity to participate in activities as part of a group					26	26			Feeling of confidence because they were able to compete on an equal basis with others	Leaving after only a few days of school
	Music	Desire to participate in singing and rhythmical activities. Any evidence of appreciation or enjoyment of music as a listener.					26	16				Reluctance of a few to participate
Woodstock Community Unit District #200 W4001	Oral Language Development	Correct use of English as presented in a Vocabulary Word List, correct use of regular and irregular verbs in present, past, and future tenses; improvement in vocabulary development at student's level. Improvement of self-concept.			24	21	29	22			Individual and small group help	Poor attendance

General Overview of Regular Term 89-750 Migrant Projects (1974)

Table 4.1 Cont'

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Community Unit School District #300 - Dundee W4004	Reading/ Language Arts	80% of material normally covered by kindergarten children			14	11	14	11			Classroom help of the para-professional	Two moved; one is frequently absent
Valmeyer Community Unit School District #3 W4007	Oral Language Development	Children should be able to listen, understand and speak in the second language - English - enough to have a working conversation of useful English/ Spanish expressions as evaluated by the teacher. Children should improve vocabulary, reading, English and math skills at least one level or more.	7	5 (one with-drew - no post-test)			7	6 (one with-drew - no post-test)			1) Children are given many opportunities to express themselves. 2) Children are praised for any and all achievements.	Lack of cultural opportunities. Lack of attention in earlier educational experiences.

General Overview of Regular Term 89-750 Migrant Projects (1974)

Table 4.1 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Community Consolidated School District #15 - Palatine W4010	Oral Language Development	Eight months gain in mental age as measured by the Peabody Picture Vocabulary Test	24	20							Good attendance	Absence
Community Unit School District - Hoopeston W4006	Reading/ Language Arts	To bring each child up to his or her own grade level			77	61	77	63			Individual tutoring by teachers and aides	Short period of time in school
	Oral Language Development	Improvement of self expression through enlargement of English vocabulary of each child			5	2	77	68			Individual tutoring by teachers and aides	
	Bilingual Instruction	To improve the students speaking and writing in English and Spanish			15	10	15	12			Fairly good background in both Spanish and English	Difficulty in forming phonetic sounds in English

General Overview of Regular Term 89-750 Migrant Projects (1974)

Table 4.1 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Hoopeston (cont.)	Art	Ability to use art materials as a form of individual self expression					58	58			High level of individual motivation	
Fremont School Mundelein W4003	Reading/ Language Arts	Students worked at their own level of achievement. Strived to improve and maintain reading skills	13	9	13	12					Students attended all classes regularly: student interest.	Student was not in school long enough; cultural deprivation.
	Mathematics	Student's math competency was first determined. Materials were provided at all levels to meet the individual needs of each student and permit him to work at own pace.	10	7	12	11					Individualized instruction; each child started working at his own level of competency and received individual assistance and instructions.	Students did not stay in program long enough; low performance level

General Overview of Regular Term 89-750 Migrant Projects (1974)

Table 4.1 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Fremont School (cont.)	Oral Language Development	Student was provided with enriching experiences to facilitate learning of English			9	8	7	5			Desire to learn; congenial rapport between student and teacher	Student did not stay in program long enough
Princeville Community Unit #326 W4009	Reading/ Language Arts	Meeting each child's individual needs and to allow him to progress at his own rate of speed. Students will demonstrate learned skills through verbal or workbook reviews.			26-fall 28-spring	20-fall 19-spring					Good attitude toward school. Individualized instruction. High interest reading materials.	Language barrier; lack of self discipline; poor attendance; lack of parental encouragement.
	Mathematics	Children will be able to work at their own grade level or as high as they can - this will vary from grade to grade			26-fall 28-spring	20-fall 19-spring					Individual instruction; universality of numbers; more facile in math	Poor attendance; late enrollment; lack of interest

General Overview of Regular Term 89-750 Migrant Projects (1974)

Table 4.1 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Princeville (cont.)	Art	With the use of various art media the children will experiment and express themselves in their own individual way			26-fall 28-spring	26-fall 28-spring					Natural talent and interest; no language barrier	

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Table 4.2

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Valmeyer Community Unit School District #3 W4022	Bilingual Instruction	1) For students to be able to communicate more freely by becoming aware of surroundings - to be evaluated by bilingual interpretive aide. 2) To improve learning skills in areas of communication, reading and math, improvement to be at least 1½ months as determined by testing.	5	5					5	5	Individualized instruction with help of aide	Tardiness of sometimes one hour or more a day. Poor attendance - one student dropped after two weeks.
Gibson City Unit District #1 W4013	Reading/ Language Arts	Improved from pre-test to post-test	27	20	27	19	27	19			Interest in material. Teacher interest in student progress.	Poor attendance

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Gibson City (cont.)	Mathematics	Improvement of score from pre-test to post-test. Improvement in speed of math function drills. Ability to grasp new functions.	27	18			27	21	25	19	Use of games and activities in lessons	Poor attendance
	Oral Language through Science	Improvement in oral language abilities as seen in teacher made oral drill and exams.			21	16					Interesting science materials used to develop oral language	Poor attendance
Hoopeston Community Unit School District #4020	Reading/ Language Arts	None stated	25	5	78	43	95	66			Variety of activities and approaches	Poor attendance; lack of interest

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Hoopeston (cont.)	Mathematics	To be able to work at or hear grade level	25	15	103	69	95	78			Using a variety of instructional methods	Poor attendance; lack of interest
	Oral Language Development	To understand directions in English; to name colors, numbers, animals, etc. in English					10	8				Difficulty communicating in English
	Bilingual Instruction	Expect them to verbalize their knowledge of the words and phrases they already know			15	12					Willingness to participate and verbalize during the language drills	Refused to participate in oral language drills due to shyness and fear of making mistakes
	Natural Science	To become aware of the outdoors and the environment			17	10	62	52			3 field trips to Middlefork Conservation District	Lack of attendance

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
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			Total	Success	Total	Success	Total	Success	Total	Success		
Hoopeston (cont.)	Physical Education/ Recreation	Ability to participate in individual and team sports			15	15	120	103			Willingness to cooperate and work together	
	Social Science	To become more aware of the two cultures in which they live			57	48	63	50			Students own high interest level	
	Music	To enjoy learning songs in English and musical games and dances					10	10			Enjoyed learning action songs and wanted to sing and dance	
	Art	To learn to use various art materials and to express themselves in both individual and group art projects			15	15	108	108			Self motivation - almost all students like to express themselves	

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Princeville W4023	Reading/ Language Arts	Specific goals stated for each age group			68	61	116	109			Certificates for reading; getting to choose own books to read	Lack of desire to cooperate; poor attendance
	Mathematics	Specific goals stated for each age group			83	72	116	103			Positive reinforcement of correct responses; competitive games; token reward system	Immaturity; low reading ability and language problem; poor attendance
	Oral Language	Specific goals stated for each age group			79	76					Positive reinforcement for oral responses; wanting to share orally	Shyness; not wanting to participate in oral activities
	Bilingual Instruction	Specific goals stated for each age group			22	22	53	49			Motivated to learn more about their primary language - Spanish	Problems with confusion, especially of vowel sounds between the two languages

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Table 4.2 Contd'

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Princeville (cont.)	Improve Cultural Pride/ Self Iden-- tification	Learn to appreciate variations of culture through music, movies, art, and small group discussions concerning attitudes toward the Anglo vs. Chicano differences in culture					96	81			Setting and teacher provided atmosphere for honest expression of feelings	Prejudices from parents reinforced in child
	Career Awareness	Awareness of many choices of occupations; learn what particular skills and how much education is required for specific jobs					15	15			Students visited different places and talked to employees about their work	

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Princeville (cont.)	Natural Science	Being attentive to the process of the experiment and in turn doing it themselves; being able to vary the experimental conditions and evaluating what had been done and why.					15	15			Enjoyment of actually getting to do "hands on" experiments	
	Physical Education/ Recreation	Specific goals stated for each age group					116	104			Teacher and peer interest in success; rewards for winning games or physical fitness contest	Not enough individualized instruction in swimming as well as fear of water
	Music	Children will participate in singing, dancing and other rhythmical activities; listen to different kinds of music; appreciate different kinds of music					101	98			Teacher made activities fun and made each child feel important	Lack of interest due to shyness

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
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			Total	Success	Total	Success	Total	Success	Total	Success		
Princeville (cont.)	Art	To follow directions in order to complete activity; to create and use imagination and enjoy working on activity; to create unique project; to cooperate and share materials					116	116			Children worked at own rate; created many different things	
	Home Economics	Specific objectives for sewing mastery stated					6	4			Motivation due to self selection of pattern and and ownership of completed project	Poor attendance
	Industrial Arts	Students will learn to handle tools properly and participate in a woodworking project					31	29			Interest in participating in something that is "new"; being able to keep completed project	Unwilling to cooperate in using tools

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Marengo W4014	Bilingual Instruction	Improvement in ability to read, write, and speak English; improvement in mathematics					20	18			Student's desire to learn	Avoided schoolwork; not enough individual attention given
	Reading/ Language Arts	Awareness of other communities, countries, life styles, daily occurrences and available services					22	19			Curiosity. Use of Chicago Sun Times daily for 45 minutes sustained student interest	Apathy. Refusal to even read or discuss the comics. Difficulty in reading English and Spanish
	Reading/ Language Arts	None stated					32	28			Regular attendance; positive attitude; flexible teaching atmosphere	Poor attendance; poor attitude

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Marengo (cont.)	Music	Encourage working up to potential; encourage individual interests					22	21			Good attendance; high interest; compatible peer group	Poor attendance; poor attitude
	Preschool	None stated					26	21			Regular attendance; positive attitude; flexible teaching atmosphere; good listening habits	Poor attendance; poor attitude
Holy Cross Mendota Migrant School - Mendota W4015	Reading/ Language Arts	Each child is to enjoy the reading experience while making progress according to his ability	55	51							Good student-teacher relationship; interesting materials for individualized and small group work	Immaturity of students

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
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			Total	Success	Total	Success	Total	Success	Total	Success		
Holy Cross (cont.)	Art	Visible enjoyment of art; creativity according to ability					55	55			Many interesting projects using a large variety of media. Priority was given to projects that would foster cultural pride. Children were enthusiastic.	
	Bilingual Instruction	Each child was expected to show daily improvement according to his ability			17	17					Dynamic, well qualified teacher who was loved by her students	
	Preschool Education	Each child is expected to participate in those activities which are designed to help him in the areas of communication, readiness, physical education, art, music and nutrition					20	20			The children were intelligent and eager to learn; well rounded program; good teacher	

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
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Holy Cross (cont.)	Mathematics	Having ascertained a child's proficiency in math by pre-tests, each child is expected to show daily progress, according to his ability. Post-tests determine degree of success	55	50	55	52					Desire of students to learn; warm teacher-student relationship; realistic teacher goals; adequate teacher preparation; individualized instruction and excellent materials	One child had a low I.Q.; another was somewhat immature
Anna-Jonesboro Community High School Anna W4017	Reading/ Language Arts	We honed to help the children read at a higher level than they were capable of when they entered the program			26	15					Small classes; a lot of individual instruction	Not sure

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Table 4.2 Cont'd

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			Total	Success	Total	Success	Total	Success	Total	Success		
Anna-Jonesboro (cont.)	Mathematics	We hoped to help the children perform at a higher level in math			25	21					Small groups allowed a lot of individual instruction	Lack of interest
	Improve Cultural Pride/Self Identification	We hoped to make the students more aware of their potential as a productive member of society					26	26			Field trips and self-expression by the students helped them to achieve this objective	
	Physical Education/ Recreation	We hoped to acquaint the students with games which would have carry-over value into their adult lives and early adult lives					26	26			Interest in recreation and receptiveness to the games and activities that were presented	

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
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			Total	Success	Total	Success	Total	Success	Total	Success		
Anna-Jonesboro (cont.)	Art	To acquaint the students with some painting, crafts, models, pot holders, and other small arts and crafts that might continue to be of interest after the conclusion of the program					26	26			The activities were such that the students enjoyed them and were very receptive to the program	
Joliet Public Schools - District #86 W4018	Speech	The level of a migrant child's speech development demonstrated at the beginning of the program marked along a scale (low-high potential) and then estimated upon the completion of the program			70	64					An acceptable bilingual-bicultural teacher speech model who reinforced learning activities by implementing this activity with language masters, tape recorders, records and listening games	A combination of "Spanishlish" or "Tex-Mex" or an unwillingness to speak English or Spanish loud enough; nonstandard speech; lack of opportunity to "talk" at home; older children dominating the conversation

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
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Joliet Public Schools (cont.)	Reading/ Language Arts	The standard of success would be one week improvement for each week of instruction	70	54							Daily motivating experiences with a follow-up to provide continuity in the necessary skills. Varied materials.	Poor language background; lack of both cultural experiences and knowledge.
	Mathematics	The standard of success would be one week improvement for each week of instruction	70	56							Tutorial assistance designed to coordinate efforts in the reinforcement of skills	Inability to maintain mathematical skills from one level to another
	Oral Language Development	Level I (ages 3-8), Level II (ages 9-14), and Level III (ages 13-16) migrant students will demonstrate an improvement in oral language development by obtaining a score (1-9) higher than the score received at the beginning of the program			70	65					Viable learning materials and accompanying paraphernalia	Poor vocabulary; short attention span

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
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			Total	Success	Total	Success	Total	Success	Total	Success		
Joliet Public Schools (cont.)	Bilingual Instruction	Level I (ages 3-8), Level II (ages 9-14), and Level III (ages 13-16) migrant students will demonstrate an improvement in bilingual instruction by obtaining a higher score on an informal checklist than the score received at the beginning of the program			70	66					Interesting activities that promoted bilingual instruction	Lack of conceptual frame of reference for vocabulary development in addition to dialect problems
	Improve Cultural Pride/Self Identification	Migrant children will demonstrate an awareness of improved cultural pride/self identification (Mexican music, life, foods-recognize his own importance and uniqueness as an individual) by teacher observation			70	70					The professional and nonprofessional staff members as well as parents provided experiences and opportunities for migrant children to enhance an improved cultural pride/self identification	

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
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Joliet Public Schools (cont.)	Physical Education/ Recreation	Migrant students will demonstrate an ability to be taught the basic motor skills by professional staff members and evaluated through the means of a scale (low-high potential) given as a pre-post test			70	67					A balanced physical education/recreation program	Lack of coordination; clumsy
	Art	To estimate a migrant child's entering art skills (low-high) on a scale by marking an "X" and upon completion of program, mark with a "Y" the child's demonstration of art skills leaving the program			70	68					Activities provided experiences and opportunities for the children to achieve success as well as to take their art masterpieces home	Some children had special learning problems such as movement of the hands in art activities, eye movements, and remembering a preceding skill in art

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
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			Total	Success	Total	Success	Total	Success	Total	Success		
Migrant Day Care Center of Aurora W4024	Bilingual Instruction	It is hoped that a bilingual bicultural curriculum will serve to develop the children's cultural pride and their ability to understand and speak Spanish	56	56	56	56	56	56			Songs, poems and games that are a part of the Chicano cultural tradition; Spanish language development lessons	
	Oral Language Development	It is expected that the child will receive skilled components of oral communication. When a child is successful, he will demonstrate an increased ability to communicate, identify and comprehend.					56	56			A curriculum based on sensory perception, tactile and kinesthetic awareness	

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Aurora (cont.)	Improve Cultural Pride/Self Identification	It is hoped that the positive self-image of each and every child will be enhanced through a positive, loving relationship between the child and his/her teacher					56	56			A totally dedicated and loving staff of teachers, aides and volunteers	
	Natural Science	It is expected that the children will achieve an increased awareness of their world, question freely, explore, begin learning spatial relationships, and conquer unwarranted fears					56	56			Daily incorporation of science into the curriculum; an abundant supply of learning materials	

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
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Aurora (cont.)	Physical Education/ Recreation	The goal of our recreation program is improved small and large muscle coordination					56	56			Many opportunities for large muscle activities	
	Music	It is hoped that the children develop an appreciation for music, an awareness of sounds, auditory acuity, and discrimination in their choice of music			56	56	56	56			An abundant supply of English and Spanish records and song books, plus several sets of rhythm instruments	
	Art	It is expected that the child will be able to express himself through the use of the various art media					56	56			It was a well planned, free choice activity with emphasis on process rather than product	

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
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Aurora (cont.)	Field Trips	Following a field trip, it is expected that the children will be stimulated to ask questions and will have gained greater interest in the subject					56	56			Thorough preparation by the teachers	
Grace Migrant Day Care Center Park Forest W4025	Art	The child should be able to hold scissors correctly and be able to cut on a prescribed line with little variance; the child should be able to color inside the lines. Students will participate in special crafts and art activities to enhance their creativity, and they will achieve a sense of pride from these activities					45	45			The ability to accomplish a task and be creative	

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
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Park Forest (cont.)	Mathematics	Specific skills were designated by grade level			103	77	66	55			Readiness for learning; prior exposure to materials; individualized instruction; good attendance; positive reinforcement	Irregular attendance; late registration; deficient in basic math concepts
	Physical Education/ Recreation	A variety of goals were stated for swimming and basic movement skills					105	81			Team participation; attitude; low teacher-pupil ratio; social maturity	Poor coordination; lack of interest; poor health; behavioral problems; social immaturity

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Park Forest (cont.)	Bilingual Instruction	The students will use both languages in all activities to improve and to feel succeasful about school. Both languages will be used as medians of instruction by the teacher and special language activities (reading/ writing/math) to improve language ability.			26	17	26	20			The ability to use both languages freely in classroom activities and to gain pride in their heritage.	
	Reading/ Language Arts	A variety of activities were listed that would attempt to expand language fluence in both languages and to improve reading and comprehension skills			83	63	85	68			Individual help; positive reinforcement; positive student attitudes; low teacher-student ratio; varied techniques; motivation	Lack of reading concepts; late arrival; poor self-concept; non-readiness for learning the materials presented; poor attendance; lack of motivation

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
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			Total	Success	Total	Success	Total	Success	Total	Success		
Community Consolidated School District #15 - Palatine W4019	Mathematics	The child is expected to reach the Michigan minimal performance objectives							95	75	Each child was expected to succeed since he was met at his own ability level	Although a few students did not reach the success level on the SRA test, the objectives of the Michigan tests, which correlated, were reached
	Reading/ Language Arts	Each child was expected to succeed since he was met at his own ability level					72	72	46	34	Instruction on no greater than a one to five basis with any weakness in a skill being worked on a one to one basis	Absence during the school year (winter) contributed to the older children's lack of success. Tests scores are probably not a true evaluation of student performance, since paper and pencils are not stressed during the summer.

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Table 4.2 Cont'd

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Oswego Community Unit District #308 W4021	Career Awareness	Expand the student's knowledge of job opportunities and his understanding of the needed skills used in these vocations					29	23			High interest rate of vocational field trips	Lack of regular attendance and interest in job opportunities available
	Reading/ Language Arts	One month of instruction improves reading ability one month	170	145	170	141	170	156			Individual work and attention; ungraded reading series; correct identification of levels: ability grouping	Lack of attendance: poor attitude (older children)
	Mathematics	One month of instruction improves math ability one month	170	142	170	154	170	154			Individualized instruction; small classes; individual attention; leveled math abilities	Lack of attendance; low interest; poor attitude

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
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Oswego (cont.)	Oral Language Development	One month of instruction will improve language arts ability by one month	170	142	170	163	170	165			Regular attendance; thank you letters; field trips; newspaper; individual instruction and attention	Lack of regular attendance; lack of basic skills; small attention span
	Bilingual Instruction	Expand the child's cultural background of his own native country					170	170			Field trips; high interest in foreign songs and films; plays, pictures and tapes of cultural interest; high interest in their background; cultural dances	

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Oswego (cont.)	Improve Cultural Pride/Self Identification	Improve the child's ability in understanding and writing the English language			170	165	170	169			Individual instruction and attention; ability grouping; constant usage; use of English to write letters and stories about our field trips	Lack of attendance; poor attitude; inability to use basic English
Rochelle Elementary School District #231 W4028	Reading/ Language Arts	To learn, review and retain a reading vocabulary geared to each child's ability. To maintain their present level of reading ability and not regress; to be able to progress at their own level of ability					116	113			Regular attendance; interest in activity; various and interesting ways to present and review vocabulary	Lack of regular attendance; small English speaking vocabulary; inability to take activities seriously previous history of failure

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Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Rochelle (cont.)	Mathematics	To learn to work with the first ten numerals in counting and number sets, and to complete as much as possible in the Houghton Mifflin math workbook. To reinforce and review concepts learned the previous school year			19	17	135	131			A knowledge of the English language; regular attendance; interest; perserverence	Limited English vocabulary; learning disabilities; poor retention; poor attendance; previous school failures
	Oral Language Development	To show improvement in responding appropriately in English using correct sentence structure and to increase listening skills. To learn basic English vocabulary and use it every day					131	122			Some knowledge of the English language was a tremendous asset; willingness to try, personality; regular attendance	Poor command of English; shyness, stubbornness, inability or unwillingness to retain and use language; attendance

General Overview of Summer Term 89-750 Migrant Projects (1974)

Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Rochelle (cont.)	Bilingual Instruction	To develop an understanding of spoken and written English that the children may function in an English speaking environment; to begin at a child's level of understanding of English and progress at his (her) ability					85	85			Willingness and eagerness of the children to learn the English language. (Five did not know English.) Excellence of Spanish speaking teachers.	
	Improve Cultural Pride/Self Identification	To have confidence in himself and to feel relaxed enough to tell about his home, family, travels and experiences					112	112			Special instruction of persons of Spanish heredity; close working and playing relationship between teachers and children; use of Spanish in the classroom.	

General Overview of Summer Term 89-750 Migrant Projects (1974)

Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Rochelle (cont.)	Career Awareness	To be aware of careers outside of migrant field work					85	85			Willingness of community resource people to aid in program; interest by children in an area new to them	
	Natural Science	To begin observing and commenting on his observations					104	102			They liked the demonstrations and stories; eagerness to experiment	Not stated
	Physical Education/ Recreation	To show an improvement in all of the gross motor skills, object and ball handling skills, and movement coordination through various games, activities, movement education, and gymnastics. To learn to follow directions.					135	120			Daily lessons provided sufficient opportunity to improve in specified areas. They were given individual as well as group instruction.	Poor attendance; inability to follow directions

General Overview of Summer Term 89-750 Migrant Projects (1974)

Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Rochelle (cont.)	Social Science	To learn more about the services in the community that help us					116	115			Good attendance: instruction sometimes done in Spanish; field trips	Poor attendance
	Music	To learn new songs in English and Spanish and to participate with the class in singing out, doing appropriate motions, and taking part in activities using musical instruments and rhythm					104	103			Enthusiasm and response of children to the teacher's encouragement and examples	Shyness: poor knowledge of English

General Overview of Summer Term 89-750 Migrant Projects (1974)

Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Rochelle (cont.)	Art	To expose students to a variety of media; to learn basic techniques and concepts; expose older students to more fine arts than crafts					135	135			Artistic ability; projects were directed so that everyone would be successful	
	Manual Arts	To learn to follow directions to successfully complete a tangible and self pleasing project					31	31			Interest and enthusiasm in each project	
	Health, Baths, Dental Health	To learn about cleanliness and its importance to make cleanliness a habit					145	145			All facilities for health program were available at the school	

General Overview of Summer Term 89-750 Migrant Projects (1974)

Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Federated Church of Sycamore W4027	Reading/ Language Arts	Develop a need to read in the student; reading and writing tied together; reading is fun				No pre- or post-test in reading, some individual tests were given and forwarded to schools					All students received 3 or 4 books	Attendance
	Mathematics	Math is part of the world of work. You need math to get ahead			26	Most students felt they improved. No final test given.					Math seen as something useful	
	Music	Enjoyment and cultural pride		No data provided							Viewing different life styles and cultures through music - view one's own culture	
	Art	Look at Mexican culture and self		No data provided							Large projects that everyone could feel part of	

General Overview of Summer Term 89-750 Migrant Projects (1974)

Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Sycamore (cont.)	Oral Language Development	Take an active part in a play (role-play activity)	No data provided								Role-play approach - children could be someone else. Tried to talk like a banker, doctor, teacher, robber, etc.	
Migrant Children, Inc. Reynolds, Ill. R4031	Improve Cultural Pride	No "standard" set. Children were allowed to express themselves freely as Mexican Americans	31	16							Staff members related well to children	Some arrived too late for retest data. Some only came occasionally.
	Natural Science	No "standard" set. Bug collections, textbook instruction, and experiments were conducted	No data provided								No data provided	

General Overview of Summer Term 89-750 Migrant Projects (1974)

Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Reynolds (cont.)	Reading/ Language Arts	We expected our children to feel comfortable in communication whether in Spanish or English. We set no standards per se as that would cause us to push the child to meet our "standard." We created an environment conducive to learning and saw it happening.	No data provided								No data provided	
	Mathematics	No "standard" set	No data provided								No data provided	

General Overview of Summer Term 89-750 Migrant Projects (1974)

Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Reynolds (cont.)	Oral Language Development	No "standard" set. Oral language was allowed to happen by permitting students to express themselves freely, structured class instruction, and group counselling (rap sessions).	No data provided								No data provided	
	Social Science	No "standard" set. Field trips, rap sessions on customs, food (Anglo and Mexican) were held along with Mexican American family ties.	No data provided								No data provided	

General Overview of Summer Term 89-750 Migrant Projects (1974)

Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Diamond Lake Schools - Mundelein W4026	Improve Cultural Pride/Self Identification	To learn more about Mexican history, customs, and language; to take pride in one's heritage and learn how that heritage has contributed to the country.					26	26				
	Reading/ Language Arts	Standards itemized by grade levels and class	14	9	140	110	155	141			Individualized instruction; small group instruction; use of games; high interest activities; regular attendance	Poor attendance; lack of motivation; poor attitude; poor command of English; need for more individualized instruction

General Overview of Summer Term 89-750 Migrant Projects (1974)

Table 4.2 Cont'd

Name of Project & Project Number	Activity	Standard for Success	Methods for Determining Success and Number That Succeeded								Success Factors	Failure Factors
			Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests			
			Total	Success	Total	Success	Total	Success	Total	Success		
Mundelein (cont.)	Art	To enjoy and improve skill in the use of a variety of media and techniques; to become familiar with some traditional Mexican and Indian designs and crafts.					29	28			Student interest and motivation: high interest activities	Poor attendance
	Mathematics	Standards itemized by grade levels and class			142	116	127	113			Individualized instruction; small group instruction; use of games; high interest activities; regular attendance	Poor attendance; lack of motivation; poor attitude; poor command of English; need for more individualized instruction

Children Served

There were 11 regular term and 16 summer term migrant projects in Illinois during FY 74. This indicates a drop from last year, when 13 regular and 20 summer term programs were operative. In addition, the Princeville Area Migrant Child Development Center received funding for transportation only during FY 74 and Chicago received funds to determine if there were migrant children in Chicago who were not currently being served.

At the 11 regular term sites, 23 schools had migrant programs, while only 13 schools were used for the 16 summer term projects. Four sites operated out of churches or day care centers.

According to the figures provided on the questionnaire, 365 children were served during the regular term, and 1601 children during the summer term. Of these, 40 regular term children and 224 summer term children were settled out migrants. The ratio of settled out migrants to true migrants was 1:7 for both terms. Table 4.3 indicates that the migrant student regular term enrollment and the summer term enrollment have been fluctuating during the past three years.

Table 4.3 ENROLLMENT OF REGULAR AND SUMMER TERM MIGRANTS FROM 1972-1974

	1972	1973	1974
Regular	540	337	365
Summer	1705	1182	1601

Spanish was the primary language of 92% of the regular term and 83% of the summer term children.

During the regular term, eligible children were located mainly through visits by school representatives and teachers to the migrant camps, the migrant student record transfer system, and hearing about children through other people from the camp. Children were located during the summer months through visits by teachers and school representatives to the migrant camps and through information supplied by other children and parents in the project. Other methods used less frequently during both terms included: information supplied by the Illinois Migrant Council, visits by school representatives with growers in the area and surveys of area farms. Five projects indicated that there were migrant populations in their area that were not being currently served. The migrant coordinator has been given the specific information regarding the location of these migrants in order that he may insure that all migrant children in Illinois are being served.

Migrant funds were used to sponsor a survey of schools in Chicago's Area B. Eight schools which had reported a sizeable number of prospective eligible children were selected for an in-depth survey. Two bilingual-bicultural teachers were employed to conduct the survey in late July. The results of the survey indicated that there were no eligible migrant children at these schools.

Teacher referrals, teacher made tests, and standardized test scores were the most frequently checked procedures or methods used for determining the needs of the migrant children during the regular term. For the summer months, teacher referrals, teacher made tests, and parental referrals were checked most often.

Tables 4.4 and 4.5 indicate the total number of children participating by weeks in the regular and summer term projects. During the regular term, 116 (31%) of the 373 children remained over 16 weeks. Only 397 (26%) of the summer term children participated the full eight weeks of the project, although 480 (32%) attended for seven weeks. This would indicate that 58% of the 1486 students participated at least seven weeks. There appeared to be no relationship between the withdrawal rate and the ages of the students, although a greater number of older students participated in the summer projects than in the regular term ones. There is a discrepancy in the total numbers of children participating throughout this report since the figures recorded by the project directors were not consistent in the questionnaires. For example, on the first page of the questionnaire, the total number of migrants participating was recorded as 365 and 1601, for the regular and summer terms. However, the unduplicated count of participants by week produced totals of 373 and 1,486 respectively.

NUMBER OF REGULAR TERM CHILDREN PARTICIPATING BY WEEKS

Table 4.4 (N=373)

Number of Weeks of Program	Number of Participants Withdrawing Weekly	Number of Participants Remaining by Week
0	0	373
1	16	357
2	9	348
3	17	331
4	31	300
5	25	275
6	35	240
7	19	221
8	34	187
9-12	25	162
13-16	46	116
over 16	116	0

NUMBER OF SUMMER TERM CHILDREN PARTICIPATING BY WEEKS

Table 4.5 (N=1486)

Number of Weeks of Program	Number of Participants Withdrawing Weekly	Number of Participants Remaining by Week
0	0	1,486
1	85	1,401
2	97	1,304
3	89	1,215
4	88	1,127
5	92	1,035
6	138	897
7	480	417
8	397	20
9	20	0

All 11 regular term sites indicated that migrant children were integrated with the non-migrant children. The most frequently checked methods of integration were classroom instruction, recreation or physical education, art activities, library and field trips. The most effective technique used in integrating migrant and non-migrant children was integrated classrooms, with supplementary individualized or small group instruction provided for the migrant children.

During the summer, there were six sites where non-migrant children were attending school concurrently with migrant children. Of the six, only four had integrated school activities which consisted of combined classroom instruction, recreation or physical education, field trips and art activities. The techniques mentioned by three of the sites as being most effective for integrating migrant and non-migrant children were physical education or recreation, half days in the regular classroom, half day in a special classroom, and a bilingual program.

Program Activities

As seen in Table 4.6, the two most frequent instructional activities conducted at regular term sites were reading (250) and oral language development (217). Of the 365 regular term participants, only 71 were provided mathematics instruction through migrant funds. The emphasis on reading and language development was reported in last year's report as well. Less than 70 students participated in any of the other four activities mentioned.

Table 4.6 RANK ORDER OF REGULAR TERM ACTIVITIES

Subject/Activity	Number of Participants
Reading/Language Arts	250
Oral Language Development	217
Mathematics	71
Bilingual Instruction	59
Art	58
Physical Education	26
Music	26

Of the 13 summer term instructional activities listed in Table 4.7 reading (1122) and mathematics (1074) were taught most frequently. Over 500 children participated in oral language development, physical education, improve cultural pride/self identification, art, and bilingual instruction. Fewer than 350 students participated in the remaining activities. Last year, the greatest number of children participated in mathematics followed by physical education/recreation, reading, art, and language arts. Activities specified under "other" included: hygiene, manual arts, preschool education, and field trips.

Table 4.7 RANK ORDER OF SUMMER TERM ACTIVITIES

Subject/Activity	Number of Participants
Reading	1122
Mathematics	1074
Oral Language Development	563
Physical Education	536
Improve Cultural Pride/ Self Identification	530
Art	516
Bilingual Instruction	516
Music	322
Natural Science	237
Social Science	217
Career Awareness	129
Speech	70
Other	330

The most frequently used technique during the regular term for implementing instructional activities was small group instruction (2-7), followed by individualized instruction, drill, tutorial assistance, and large group instruction (8-15). During the summer, large and small group instruction were used most frequently, followed by individualized instruction, field trips and drill.

As part of the Hoopeston project, a study has been conducted for the last three years to ascertain the learning potentials of migrant school children. Three intelligence tests have been administered to the children: the Peabody Picture Vocabulary Test, the Kuhlmann-Anderson Test of Intelligence (seventh edition) and the Cattell Culture Fair Test of Intelligence. The results indicated that the Kuhlmann-Anderson was the best group intelligence test to administer since the items assessed inherent capability, referred to as "process", and current cognitive skills, referred to as "product".

The author of the study, Dr. T. Ernest Newland, also recommended that the test scores should be recorded in terms of product, process

and mental age, since a teacher cannot possibly choose appropriate reading material for a child when only the IQ is known.

Plans are currently being made to expand the use of the Kuhlmann-Anderson Test of Intelligence to two more sites during FY 75.

Program Objectives and Results

In the FY 73 migrant report, it was noted on pages 51 and 52 that standards for success were not well stated. The report indicated that a standard for success should include 1) the exact degree of success expected and 2) the methods used to measure that success. It may also include the length of time allowed for skill mastery. While the objectives, evaluation methods and standards for success were concisely stated in the migrant proposals, the standards for success that were submitted on the self assessment questionnaires were closer to goals than criteria statements that could be used to measure the success of a program or a teaching technique. For example, the Princeville summer proposal stated the following as its early elementary objectives:

> The student is to increase at least .2 of a grade placement as determined by the Stanford Achievement in the following areas: Word Meaning, Paragraph Meaning, Spelling, Language, Word Study Skills, and Arithmetic computation.
>
> The student is to increase his ability in and use of communication and thinking skills as determined by teacher observation (oral, written communication, knowledge, comprehension, application, analysis, synthesis, and evaluation). The student is to increase his ability in the use of basic study skills (following directions, dictionary skills, library skills, visual material skills) as determined by teacher made pre and post tests.
>
> The student is to improve his attitudinal development in positive self-concept and bicultural awareness as determined by a pre and post survey to be developed from Osgood's Semantic Differential Scale.

Under evaluation, the Princeville proposal stated that, "In each of the instructional areas, a participating migrant child will be pre and post evaluated so that objective data can be gathered to assess a child's progress."

While visiting the Princeville project, the Program Review and Documentation Unit learned that the children had not been given a pre-test on the Stanford Achievement, and the Princeville self assessment questionnaire does not have any standardized test scores for any subject area. (Observation was the only method used to evaluate positive self-concept.) A sampling of the projects reported standards for success on the questionnaire include:

> Increase level of interest in learning to read; identify correspondence between letters and sounds; know basic addition and subtraction factors; learn to appreciate variations of culture through music, movies, and art.

The Marengo proposal stated that the "student will improve word attack skills (and) improve comprehension of written English and Spanish material." In mathematics skills, the student was expected to "improve in his ability to comprehend mathematics concepts; . . . to comprehend and use mathematical operations; . . . to apply mathematics to everyday situations; . . . to use mathematical facts-computational skills."

Reading activities were to be evaluated through pretest and posttests, observation, and seven other methods. Pre and post diagnostic tests on computation skills, teacher designed tests, publisher designed tests, and oral communication between teacher and student were the methods specified to evaluate student performance in math. According to the self assessment questionnaire filed by Marengo, observation was the

only method used to evaluate any of the instructional activities. Standards for success included: "improvement in mathematics; awareness of other communities, countries, life styles, daily occurrences, and available services; encourage individual interests."

Two sites that did more closely match their proposals with the self assessment questionnaires were Westmer Community Unit #203 in Joy, Illinois and Gibson City.

Westmer stated five priority areas in its proposal: language arts, math, cultural appreciation, health, and music/art. Evaluation plans consisted of the following:

> Attendance checks to be carried out on each child to determine improved attitudes toward school. Teacher made tests will be used for evaluating individual gains in each activity area as well as aiding in placement of the child.
>
> Objective tests may not be used since the students are usually in the program four to six weeks. Each child will be assessed based on where they are at the beginning of the program and evaluated at the end of the program.

On the self assessment questionnaire, criterion reference testing was used to evaluate reading, mathematics and bilingual instruction, while observation was used for oral language development, physical education and music. Standards for success included: 80% mastery of specified reading skills as determined by assessment of needs at start of program; 80% mastery in math skills as determined by assessment of needs at start of program.

According to Gibson City's proposal, each child was to:

> . . . participate in an individualized program using the Texas Educational Department Criterion Reading Program, basal reading series and individualized reading laboratories. Progress will be measured by pre-post achievement tests and by skills mastered; participate in the individualized math lessons as defined by the Michigan

State - Minimal Performance Objectives for Mathematics in Migrant Education. Students will be instructed in basic skills and progress will be measured by pre-post achievement tests.

On the self assessment questionnaire, it was documented that standardized tests, teacher made tests and observation were used to evaluate the students in reading. Standardized tests, observation and criterion reference tests were used in math. The respective standards for success were: "improved from pretest to posttest (and) improvement of score from pretest to posttest; improvement in speed of math function drills; ability to grasp new functions."

Last year, the assistant to the migrant coordinator stated that she intended to provide inservice sessions for migrant project personnel in order to assist them in writing behavioral objectives, including measurable standards of success. This activity was not fully implemented in FY 74.

As indicated on page 38, the SEA migrant staff is planning to conduct inservice sessions on writing behavioral objectives and standards for success. The interviewer stressed the need for teachers to be informed as well as project directors. If the project director writes an excellent proposal stating project objectives, and the teachers never see these objectives or are aware of them, then the proposal will become a paper exercise. Even if there is insufficient time during FY 75 to adequately train project directors and staff, the staff should be aware of the objectives before the project begins. Since the proposal is a contract between the site and the SEA, it is important that the migrant staff be prepared to meet the conditions of the contract, i.e., the proposed objectives and goals.

To further stress the need to reach the teachers, one teacher, during the site visit, asked members of the Program Review and Documentation Unit what the self assessment questionnaire meant by the phrase "expected standard for success." Another teacher, an ex-migrant, mentioned that he would like to see greater use of behavioral objectives and the development of assessment techniques to better diagnose the childrens' weaknesses and teach those skill areas.

The Program Review and Documentation Unit should also provide guidance to the sites regarding the information requested on the questionnaires. A manual should be developed for 89-750 migrant as well as the other Title I programs, explaining what the terms mean and how the questionnaires should be filled out.

Tables 4.8 and 4.9 below indicate the number of children succeeding by activity and the evaluation methods used. Data was collected by age, but since no significant differences were indicated, only the totals are being reported. Although the unduplicated number of participants for each activity was known, a limitation of the questionnaire prevented the recording of the unduplicated number of successes. Another limitation was the definition of the activity "oral language development." When this category was devised, it was meant to encompass the Michigan Oral Language Through Science program. However, many projects that did not use the science program checked this activity.

The most frequently used methods for assessing the students' performance in either term were teacher made tests and observation. A limitation of evaluation achieved through observation is lack of specificity. Except for summer term math programs, successes noted were highest in the observation category.

Table 4.8 REGULAR TERM PROGRAM ACTIVITIES AND NUMBER SUCCEEDING (1974)

Activity	Methods of Testing									
	Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests		Other	
	Total	Success	Total	Success	Total	Success	Total	Success	Total	Success
Reading	44	25	179	132	137	115	26	16	29	25
Mathematics	10	7	66	50	24	20	26	16		
Oral Language Development	31	25	38	31	146	117			7	5
Bilingual Instruction	15	10	15	10	23	19	25	15	15	12
Art					112	112				
Physical Education					26	26				
Music					26	26				

Table 4.9

SUMMER TERM ACTIVITIES AND NUMBER SUCCEEDING (1974)

Activity	Methods of Testing									
	Standardized Tests		Teacher Made Tests		Observation		Criterion Reference Tests		Other	
	Total	Success	Total	Success	Total	Success	Total	Success	Total	Success
Reading	361	284	592	452	890	791	46	34	106	96
Mathematics	347	281	700	578	736	555	25	19	125	98
Oral Language Development	170	142	191	179	446	427			89	80
Physical Education			15	15	558	460			70	67
Improve Cultural Pride	31	16	170	165	556	540				
Art			15	15	580	579			70	68
Bilingual Instruction	61	61	136	124	410	398	5	5	70	66
Music			56	56	293	287				
Natural Science			17	10	237	225				
Social Science			57	48	179	165				
Career Awareness					129	123				
Speech									70	66
Other					315	306				

Success rates were somewhat higher in the summer projects than in the winter ones. The success rate of the students was lower than 70% in four regular term categories (reading, math, bilingual instruction, and music as measured by standardized tests, teacher made tests, criterion reference tests and observation), and in only one summer term category (improved cultural pride as measured by standardized tests).

Regular term projects attributed student successes to individualized instruction, regular attendance, and good student motivation, interest and attitude. During the summer, student success was attributed to varied activities that were interesting, good student motivation, interest and attitude, individualized instruction, and regular attendance.

Failure during the regular term was attributed to early drop-out rate and poor attendance, while summer projects felt poor attendance, lack of motivation/poor attitude, poor command of English and/or Spanish and non-participation were the factors contributing to student failure.

Although this evaluation has been critical of the projects regarding written standards for success, the evaluation unit is aware that the migrant children are being taught by concerned, dedicated, competent teachers. Teachers at the three sites that were visited this summer were asked to submit a narrative describing one child, their goals for that child, and the accomplishments made by the end of eight weeks. Below is a sample of the narratives submitted.

> The subject of my study was Haydee, who was ten years old. She had five older sisters and five younger brothers, and entered the fifth grade this fall. She was about five feet four inches tall, thin and very pretty.

The one thing that particularly struck me about Haydee was her silence and low, almost inaudible, voice. When Haydee first came, which was two weeks after the beginning of the program, I had to have her repeat her name three times before I could tell what her name was.

Since one of my objectives was to make our children more expressive verbally and in writing, I set out to get Haydee to talk more. I assumed that if she talked more, she would gain confidence in talking and soon the volume of her voice would increase.

I assigned her to a seat with a group of three talkative girls, and I made it a point to say good morning and talk to her at other times during the day. The first few weeks she would only give me short answers to any questions or sit and listen to her classmates. She did not perform well on her first two spelling lists and her math work, although she performed well in reading. She participated in all recreational activities, but was made fun of by other students because of the way she ran; she responded to teasing with a smile.

In the weeks that followed, I found her to be quite intelligent; her voice was loud enough to be heard without straining and it improved to a better than just acceptable level. She had also come to the point of initiating and carrying out a conversation with the students and me.

Rodolfo:

Rodolfo is a nine year old boy of small build. He has dark eyes and black hair. His eyes are very expressive and they indicate the mood he is in or if he is well or ill. Upon a teacher and parent request his eyes were examined by the school nurse who reported he had poor vision.

At meal times he has an unbelievable appetite. He will ask for 3 or more servings at every meal. At times you have to refuse to serve him more because the other children would like second servings of food. His appetite for drinks is matched by his appetite for food; he is always hungry. A special request for a complete physical was made.

During frequent intervals, he has to go to the bathroom -- much too frequently compared to other children in the class. He constantly has to urinate. He speaks both English and Spanish fluently.

In a classroom situation, he usually doesn't get along with other children, especially with boys. He invariably arouses the boys, which results in a temper flare-up or a fight. According to Rodolfo, it is always the other kid's fault. Now, if he is placed with one or a group of girls to work with or if he works by himself, he is fine.

He needs constant physical contact with the teacher or other female adults, and he responds to verbal reinforcement from female adults who show interest and concern for him. When he speaks to you, he needs to hold your hand or arm or to be in close physical contact. At times, his needs are so excessive that I neglect other children who need my attention; I must occasionally deny him that reinforcement.

Academically he is a hard worker, but he becomes frustrated because he is unable to do some things well. During the short time he has been with me, I have had him in a beginning primer reader. In spite of his desire to master reading, he has not learned basic reading skills -- decoding, sight words, and phonetic sounds. Words that start with "W" cause him trouble. What he needs is hours of out-loud reading practice and phonetic and language practice.

In the area of math, he is successful at 2nd and 3rd grade math computations in addition and subtraction. He is basically an intelligent child, but he lacks in school and social experiences. He does not always feel successful or confident. He needs many hours of practice in reading, language arts and math.

Yolanda:

The subject of the study is Yolanda. Her birthdate is 8-7-70 so that when she entered the program in June, 1974 she was only 3 years old. She was in the class of 4-year-olds because the teacher in the 3-year-old class felt she was farther advanced physically and socially than the other 3-year-olds. She was not the youngest in the class, but she was the smallest child. Physically she is a very cute little girl and very out-going with strangers.

On first entering, it was noticeable right away that socially and emotionally she was quite immature for her age. She was not yet ready for cooperative play since she was still very egocentric and very self-centered. She screamed

if anyone got near her when she was playing with any toy, and she was unable to share anything. At times other children would want to play with her, but she would get very upset if they touched anything. She always referred to everything as "mine". She was unable to stand in a line with the other children; it was almost as if the line didn't exist for her. She was constantly throwing tantrums - throwing herself onto the ground and kicking and screaming and crying. Her body was also very tense and stiff when she threw these tantrums. The reasons for the tantrums were usually very trivial, and many times the reasons were unknown to the teacher. Yolanda generally threw a tantrum if she was made to do something or if she was told not to do something. At mealtimes she liked to roam the lunchroom seeking attention in the way of hugs, kisses, and being held by the other adults. Unless she was bodily brought back to the table, she wouldn't return until the meal was over. Thus she threw a tantrum at every meal because she didn't like to be made to sit at the table with the rest of the class. Her attention span was very limited when doing things in a group activity.

Our goals for Yolanda lay in her social and emotional development: to learn to play cooperatively with the other children, to share things, to be able to stand in a line, to join in group activities, to reduce the number of tantrums and express her anger verbally.

We found out from one of the bus aides that she had a younger brother, 2 years old, who was also in the school. We observed her behavior with him and found she was quite helpful, always looking out for him and seeming to act more mature when with him; we knew she was capable of behaving more maturely. We also learned that the parents always left before the bus came to pick up the two children and arrived after the children came home. Thus the two were own their own for about ½ hour to 15 minutes both morning and night. Several times, in fact, they overslept and the aides had to go in and wake them up and dress them. We felt that the attention and affection she was always seeking from the other adults came from a definite need and probable lack of it at home. To stop her wandering at mealtimes and to cut down the tantrums resulting from this, we asked the other teachers to just give her a quick smile and

send her back. We praised her whenever she passed any length of time without crying or throwing a tantrum. We gave her a lot of attention when she was exhibiting the kind of behavior we wanted. Whenever she threw her tantrums we would ignore her, and generally tried to leave the area she was in, leaving her by herself to throw the tantrum. We always explained to her that we were purposely doing this and that we didn't want to watch her.

After several weeks we began to notice changes in her behavior, and at the end of the eight week program we could see that she had matured quite a bit. There had been a big reduction in the number of tantrums; she has only 2 or 3 a week, and now for more justified reasons. She can also now tell us why she's upset while she's throwing a tantrum and as a result, many times she can be coaxed out of it. She no longer screams when others touch what she's using. In fact, she's able to play with and share her things with all the other children. She is able to stand in a line and can wait her turn. She'll ask to do something now instead of demanding or just doing it. She praises herself to the teachers when she's behaving well. She is able to work while the other children are working and joins group activities quite readily; she doesn't wander around at mealtimes anymore. When some new children arrived in the class several weeks ago, she took them around (all on her own initiative), showed them everything and was very helpful with them. We feel that she has come a long way in her social and emotional development.

Staffing of Title I Projects

There were 22 professional staff members who were hired during the regular term and 11 hired for the summer term. Of these, 12 (54%) and 95 (85%) respectively, were teachers.

Table 4.10 below shows the number of regular and summer term bilingual and non-bilingual staff that worked with migrant children during FY 74. The reader should be aware that the figures do not match the figures stated in the first paragraph; this was how the data was submitted by the sites.

Table 4.10 REGULAR AND SUMMER TERM BILINGUAL STAFF

Staff	Bilingual		Non-Bilingual	
	Regular	Summer	Regular	Summer
Paid Professional	6	48	7	61
Paid Aide	14	64	2	22
Volunteer Professional	0	8	0	8
Volunteer Aide	0	23	1	38

Of the regular term staff, 46% of the paid professionals and 88% of the paid aides were bilingual. Bilingual paid professionals made up 44% of the summer staff and 74% of the aides were bilingual.

Teacher-student ratios for the regular term were 1:25, while the ratio for teachers and paid aides to students was 1:11. Teachers were selected by 8 of the 11 regular term sites because of their interest in working with migrant children. Other criteria for selection checked were excellent teaching ability and being bilingual.

Aides were selected on the basis of their interest in working with migrant children, their bilinguality, and because they were parents of migrant children.

During the summer term, the teacher-student ratio was 1:16, while the ratio for teachers and paid aides to students was 1:8. Summer term projects indicated that 61 volunteer aides participated in the programs. This brings the student-staff ratio down to 1:6.

All 16 sites indicated that excellence in teaching was a criteria used to select teachers for the summer projects. Interest in working with migrant children was checked by 15 sites. Other methods for selection included being bilingual, having a background in the area of disadvantaged children, and having a background in the life style of migrant families.

The three most frequently checked methods for selecting aides were interest in working with migrant children, being bilingual, and being a parent of a migrant child.

Inservice

Of the 11 regular term projects, 6 checked that they held regularly scheduled inservice meetings, and 11 of the 16 summer sites indicated likewise. Three of the regular term projects held inservice meetings monthly, two held them bimonthly, and one held them weekly. During the summer, six sites met weekly, and the other five each had differing schedules.

Table 4.11 INSERVICE PARTICIPANTS BY ACTIVITY AND MOST EFFECTIVE ACTIVITIES

Inservice Activity	Teachers		Aides		Administrators		Most Effective	
	R	S	R	S	R	S	R	S
Discussion by staff of individual children	8	59	14	64	2	7	3	5
Improvement of techniques and methods of teaching	13	75	8	74	4	10	1	3
Improvement in use of appropriate curriculum materials	5	82	7	77	4	12	1	4
Improvement of individualized instruction	5	50	5	49	2	4	3	2
Preparation for teaching English as a second language	1	29	3	34	0	5	0	0
Improvement of classroom management techniques	3	60	3	54	1	5	1	0
Outside consultant	0	31	0	33	0	5	0	3
Other	1	5	1	6	2	2	3	1

As can be seen in Table 4.11, discussion by staff of individual children, improvement of techniques and methods of teaching, improvement in use of appropriate curriculum materials, improvement of individualized instruction, and improvement of classroom management techniques were the inservice activities attended by the greatest number of teachers, aides and administrators.

The most effective inservice activities for the regular term staff were discussion by staff of individual children and improvement of individualized instruction; both activities were checked three times as being most effective. Five summer projects checked discussion by staff of individual children as being most effective, followed by improvement in use of appropriate curriculum material (4), improvement in techniques and methods of teaching (3) and use of an outside consultant (3). Although many sites had improvement of classroom management techniques as an inservice activity, none of the summer projects checked this as being an effective activity. Neither the summer nor the regular projects felt the inservice sessions on English as a second language were effective.

For the past seven years, teachers from Texas have been hired by Texas to come to Illinois during the summer months and provide assistance to teachers of migrant children in Illinois. Until this year, the teachers from Texas have worked as a team, traveling from project to project in a mobile van provided by the state. This year, however, they disbanded as a team and visited the projects on an individual basis. The mobile van continued to be used as a traveling resource library.

Since the questionnaires were developed before the team was disbanded, the self assessment questionnaire asked about the activities of the inservice team. Three of the regular term sites said members of the team visited their project and provided helpful information. The workshop in Joliet that apparently was conducted by the inservice team clarified the use of the migrant student record transfer system and provided new curriculum ideas. Two regular term projects cited this workshop as being helpful. Another site mentioned receiving similar

assistance from the state inservice team. Two regular term projects would like the team to continue to provide curriculum materials along with techniques and methods for teaching migrant children.

Eight regular term projects never used supplies made available through the state mobile van, two sites used the van sometimes (1-3 times) and one project used materials from the van frequently (4-8 times). It should be noted that the van and the inservice team are operative mainly during the summer months. The low response rate by regular term projects is probably related to the small time overlap of the programs.

Of the 16 summer projects, 14 checked they had been visited by the state inservice team. Since the questionnaire referred to a team, two sites may have checked "no" because they had been visited by the Texas paid teachers individually. Of the 14 sites that indicated the team had visited the project, two stated that the information provided was not helpful.

Information provided by the state inservice team to the summer term projects fell into three categories: assistance on the migrant student record transfer system, curriculum suggestions and teaching techniques, and assistance with administration of the project, e.g., record keeping.

One project stated that:

> the services the state inservice team can provide in the future would be in the area of reading/language arts; individualized approach; instructional strategies; and bilingual-bicultural background of migrant students.

Another site would like "more constructive criticism relating to handling and teaching preschool children from two to five years of age."

Supplies made available through the state mobile van during the summer were never used by three projects, were used sometimes (1-3 times) by six sites, and were used frequently (4-8 times) by seven sites.

The migrant coordinator and his staff are planning to remodel the van and increase the number of materials available for loan next year. The van will also be used to house materials on career awareness.

Medical and Dental Services

Of the 365 students participating in migrant programs during the regular term, 14 received a dental screening, 6 needed dental treatment, and 2 received dental treatment. Eighteen students were given physical examinations, seven were found to need medical assistance, and five received assistance.

During the summer, 1201 of the 1601 participants received a dental screening. Of these, 955 were found to need treatment, and 846 were treated. Physical examinations were conducted for 637 children. Medical assistance was provided for 199 of the 128 children needing medical services.

The dental services were provided through a mobile dental unit that was financed with Title I migrant funds. The increased medical and dental care provided for migrant children was in keeping with the recommendation made last year by Dr. Walter Steidle, from Washington, D.C. (see page 9, annual migrant report 1973). Dr. Steidle had expressed concern over the limited medical and dental services provided last year by some local projects.

Parental Involvement

In Table 4.12 below, the number of parents involved in activities during the regular and summer terms are listed, along with the types of involvement.

Table 4.12 NUMBER OF PARENTS INVOLVED IN REGULAR AND SUMMER TERM ACTIVITIES (1974)

Type of Involvement	Regular Term	Summer Term
Served on Advisory Council	4	17
Attended orientation meetings	5	65
Involved in planning project activities	1	24
Classroom or program visitation	13	437
Evaluated project activities	0	41
Active in recruitment or support of project activities	1	55
Helped supervise field trips	0	70
Acted as aides	7	30
Contacted by school staff at home	86	508
Other	41	85
Total*	158	1332

*The total includes a duplicate count of parents. The same parents may have visited the classroom and also helped supervise field trips.

There were 127 parents (41%) involved in regular term activities. This is an increase from last year when only 10% of the parents were involved. The most effective activity as well as the most frequent activity as indicated by the questionnaire was staff contact with parents in the home, although one site indicated that this activity was the least effective.

During the summer, parental involvement increased to 59% (946) from 44% (519) last year. Activities that drew in the greatest number of parents were: contact by school staff at home and classroom or program visitation. Included under program visitation were special events such as parent night or a Christmas show.

One of the goals indicated by the migrant coordinator in last

report was continued emphasis on the parent/school relationship. There indeed has been increased parental contact with the school.

Another goal documented in last year's report was the formation of a State Parent Advisory Council, whose purpose would be to advise as to the legitimacy of the migrant programs for the children. One of the problems in implementing this goal was the transiency of the migrant parents. According to the migrant coordinator, an advisory group may eventually evolve from the current recruiter program. Recruiters were hired during FY 74 to visit the parents in the camps and register the children for school. The coordinator hopes that as the recruiters increase their knowledge of the school program and the migrant parents, they will take on more advisory roles. The migrant coordinator and the Title I 89-10 director are also exploring the possibility of including a migrant parent on the state advisory board.

Dissemination and Cooperation with Other Agencies

Federal, state, local, and privately supported programs or agencies that provided assistance to the same migrant populations served by the projects are listed below in Table 3.13 along with the frequency of cooperation.

Table 3.13 COOPERATING PROGRAMS OR AGENCIES AND FREQUENCY OF CONTACT

Agency	Regular	Summer
Community Action Agencies	3	5
Local Title I Projects	6	8
Illinois Migrant Day Care Center	3	7
County Health Department	4	8
Illinois Department of Mental Health	3	2
Neighborhood Youth Corps	0	5
Illinois Department of Public Health	3	8
Project Head Start	2	4
Illinois Department of Children and Family Services	2	5
Other	6	9

The regular term projects cooperated most frequently with local Title I projects. Agencies or programs specified under "other" included SEDOL, a special education district, the bilingual education program, the Iowa-Illinois Migrant Health Program, the Texas Migrant Council Day Care Center, and the Illinois Department of Agriculture which provided free lunches.

The three most frequently checked agencies during the summer months were: local Title I projects, county health departments, and the Illinois Department of Public Health. Agencies or programs specified under "other" included: the dental lab at SIU (Carbondale), Harper College, Department of Agriculture - Food Services, Washington, D.C., Title VI, Rochelle Clinic, Gibson City Migrant Council, Champaign County Regional Planning Committee, and a special education district in Ogle County.

Eight regular term and 13 summer term projects attempt to inform other communities of successes they have had with their programs. The regular and summer projects relied on newspaper articles, radio announcements, newsletters, state meetings, and workshops conducted by the state or other groups to disseminate their successes.

State meetings, state workshops, meetings with people from other districts and receiving materials from other states and communities were the predominant methods used to seek information regarding other successful programs. There were 9 regular term and 13 summer term projects that incorporated successful programs or noncommercial curriculum materials into their projects. Several sites experimented with the Michigan Oral Language Objectives for Mathematics in Migrant Education (Michigan). Joliet incorporated Write Right, a program

used with Florida migrant children in its program along with mimeographed picture dictionaries reproduced on site. Gibson City used the Magic Circle Program from the Institute of Human Development, San Diego, California. Other examples were also provided on the questionnaires.

Coordination with Texas, the sending state, was attempted by two regular term and five summer term projects. Four sites relied on information obtained from Texas based teachers hired to work in Illinois summer projects and Texas teachers working for the state office. One project contacted the Texas SEA; the others used the migrant student record transfer system. It is not known why the other sites failed to try coordinating their programs with Texas. Perhaps they had tried in the past and had not been successful.

Since the Texas teacher exchange program operates only during the summer months, none of the regular term projects participated; five summer term projects did. All five felt the Texas teachers brought new ideas in understanding the migrant children. Two sites noted that the out-of-state teachers contributed curriculum materials and ideas that were useful to the program.

Migrant Student Record Transfer System

Service on requests for information from the migrant student record transfer system (MSRTS) improved for 8 of the 11 regular regular term projects and for 12 of the 16 summer term projects. Those sites that felt service had not improved attributed the failure to late arrival of the forms and insfficient information on the forms.

As indicated last year, the MSRTS was used monthly to coordinate the Illinois program with that of the sending state and to aide in

providing health services. Less than half of the regular or summer term projects used the forms to aide in grade placement.

The migrant coordinator stated during an interview that while much information is available at the data bank, it may not appear on the MSRTS forms unless specifically requested. Teachers and directors may not be aware of this. Further explanation of how to best utilize the MSRTS should be provided at the FY 75 summer workshop.

It is very important that every migrant student in Illinois be registered on the MSRTS, since funding will be based on the population recorded there. According to the questionnaire, regular term enrollment was 365, but only 279 were registered on the MSRTS. During the summer, only 1522 of the 1601 participants were registered. The summer project based out of the Federated Church of Sycamore failed to register any of the 51 migrant students. According to the Princeville regular term questionnaires, none of the students were registered on the MSRTS. It is not known why the other sites did not register all their students. One site noted that only 4 of their 18 students appear on the MSRTS because there was a lack of coordination between their record system and that of the MSRTS.

SEA Contact

All regular and summer term projects had contact with a Title I representative from the SEA during FY 74 regarding the 89-750 migrant programs. Table 4.14 below indicates the frequency of the various types of contact as reported by the local sites. (SEA contact was much more frequent during the summer months.)

Table 4.14 TYPE AND FREQUENCY OF SEA CONTACT WITH LOCAL PROJECTS (1974)

SEA/LEA Contact	Regular	Summer
Assisted in planning program activities	3	5
Assisted with financial questions/problems	7	13
Provided assistance in completing SEA forms	2	6
Provided assistance in clarifying guidelines	4	10
Assisted in developing evaluation system	0	3
Assistance in initiating new projects	1	1
Met at SEA inservice session(s)	4	10
Visited program	5	15
Telephone contact only	4	0

Of the 11 regular term and 16 summer term field projects, only 1 site indicated that the SEA contact was inadequate for its needs. All the other projects provided laudatory comments regarding the prompt attention given by the migrant coordinator and her staff to their respective needs.

APPENDIX A

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT
Title I Public Law 89-750
1020 South Spring Street
Springfield, Illinois 62706

ANNUAL SELF ASSESSMENT QUESTIONNAIRE - MIGRANT PROGRAM

Fiscal Year 1974

INSTRUCTIONS: Complete in triplicate. Retain one copy and submit two copies to the above address by June 30, 1974 for regular term and September 4, 1974 for summer term projects. **SEPARATE FORMS ARE TO BE COMPLETED FOR REGULAR TERM AND SUMMER PROJECTS. DO NOT COMBINE REGULAR AND SUMMER TERMS.**

NAME OF EDUCATIONAL AGENCY	COUNTY - DISTRICT CODES	TYPE OF PROJECT (Check only one) ☐ Regular Term ☐ Summer Term
ADDRESS (Street, City, Zip Code)	CONGRESSIONAL DISTRICT	PHONE NO. OF CONTACT PERSON
PERSON RESPONSIBLE FOR TITLE I EVALUATION	SIGNATURE	PROJECT NUMBER

DEFINITION OF TERMS

The following definitions are provided to establish a common consensus of certain terms used in the Annual Self Assessment Questionnaire.

Unduplicated Count is used to denote the actual number of participating students or Title I staff members for whom funds were allocated to the school district or the actual number of participants in a given assignment or category. The unduplicated count should only identify a participant once for the identified classification in the report.

Full-Time Equivalent (FTE) is used to denote the time of one staff member serving on a full-time basis for the duration of the project or school term. Decimal places are indicated in the boxes for FTE - please round off to the nearest tenth place. Do not put fractions in those boxes.

Project is used to denote the school district's plan to assist educationally disadvantaged students as described in the Title I application. A school district may have one or more approved projects.

GENERAL INFORMATION

1. A. Is your Title I migrant funding solely for transportation? ☐ Yes ☐ No
   If yes, stop here, and submit this form to Springfield.
   B. No. of schools in district which have Title I Migrant Projects _____
   C. Unduplicated number of children participating in Title I Migrant Projects . . . . . _____
   D. Unduplicated number of professional staff members hired by Title I Migrant Projects . . . . . _____
   E. Unduplicated number of teachers in the Title I Migrant Projects . . . . . _____
   F. Number of settled out migrant children participating in Title I Migrant Projects . . . . . _____
   G. Number of children whose primary language is Spanish . . . . . _____

STAFF

2. Report the unduplicated number of Title I staff members who were bilingual. (Bilingual is defined as the ability to speak, read, and write with ease in both Spanish and English.

TYPE OF STAFF	BILINGUAL	NON-BILINGUAL	TYPE OF STAFF	BILINGUAL	NON-BILINGUAL
A. Paid Professionals			C. Volunteer Professionals		
B. Paid Aides			D. Volunteer Aides		

3. Check one or more of the methods used to select Title I teachers for the migrant project.
   - ☐ Noted for excellence in teaching
   - ☐ Background in area of disadvantaged children
   - ☐ Bilingual
   - ☐ Background in life style of migrant families
   - ☐ Interested in working with migrant children
   - ☐ Assigned
   - ☐ Background in vocational education
   - ☐ Other (specify)

4. Check one or more of the methods used to select Title I aides for the migrant project.
   - ☐ Bilingual
   - ☐ Parents of migrant children
   - ☐ High School degree or G.E.D.
   - ☐ Interested in working with migrant children
   - ☐ Assigned
   - ☐ Other (specify)

INSERVICE

5. If preservice or inservice training and staff development activities were a part of your migrant project, indicate the number of staff that attended for each applicable category and then check (✓) the most effective activity.

PRESERVICE OR INSERVICE ACTIVITY	NUMBER OF PARTICIPANTS							MOST EFFECTIVE
	Teachers	Aides	Social Workers	Psychologists	Parent Workers	Administrators	Other	
Discussion by staff of individual children								
Improvement of techniques and methods of teaching								
Improvement in use of appropriate curriculum materials								
Improvement of individualized instruction								
Preparation for teaching English as a second language								
Improvement of classroom management techniques								
Outside consultant								
Other (specify)								

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6. **Are there regularly scheduled inservice meetings?** ☐ Yes ☐ No **If yes, how often** ☐ Weekly ☐ Bimonthly ☐ Monthly ☐ Other (specify)

7. **Did the state inservice team visit your project?** ☐ Yes ☐ No **If yes, did they provide helpful information or feedback?** ☐ Yes ☐ No

8. **Please describe the type of information the state inservice team provided.**

9. **What services would you like the state inservice team to provide in the future?**

10. **How often did your project use supplies made available through the State Mobile Van?**
☐ Never ☐ Sometimes (1-3 times) ☐ Frequently (4-8 times)

11. **Check the boxes which correspond to the methods you used to locate children for this project.**

☐ 1. Migrant Student Record Transfer System
☐ 2. Visits by teachers to migrant camp
☐ 3. Visits by school representatives to migrant camps
☐ 4. Heard about children through other people from the camp
☐ 5. Federal guidelines
☐ 6. Surnames
☐ 7. Information supplied by Illinois Migrant Council
☐ 8. Visits by school representatives with growers in the area
☐ 9. Survey of area farms
☐ 10. Children were told about the program by other children and parents in the project
☐ 11. Other (specify)

MEDICAL

12. A. **Please indicate the number of children**

_____ who received a dental screening
_____ who needed dental treatment
_____ who received dental treatment

B. **Please indicate the number of children**

_____ who received a physical exam
_____ who needed medical assistance
_____ who received medical assistance

C. **If you have health education instruction, please describe general content areas (e.g. dental care, eye, ear care, sex education, drugs, etc.)**

13. **Please indicate the number of migrant children who receive government subsidized**

_____ breakfast _____ lunch _____ snacks

NEEDS OF PARTICIPANTS

14. **Check the procedures or methods used to determine the needs of migrant children in the project.**

☐ Teacher referrals ☐ Migrant Student Record Transfer System ☐ Grades ☐ Parental referrals ☐ Other (specify)
☐ Standardized testing ☐ Guidance Counselor recommendations ☐ Teacher made tests ☐ Physical maturity

15. **Estimate the total number of weeks each child participated in the program. Report the unduplicated count by age and sex.**

NUMBER OF WEEKS IN THE PROGRAM	BOYS By Age						GIRLS By Age					
	3-5	6-8	9-10	11-12	13-14	15-16	3-5	6-8	9-10	11-12	13-14	15-16
Over 16												
16												
15												
14												
13												
12												
11												
10												
9												
8												
7												
6												
5												
4												
3												
2						125						
1												

PROGRAM INTEGRATION

16. **Were non-migrant children attending school concurrently with migrant children?** ☐ Yes ☐ No

If yes, were the migrant children integrated with the non-migrant children during school activities? ☐ Yes ☐ No

If yes, how? Check (✓) below.

- ☐ Classroom instruction
- ☐ Recreation or Physical Education
- ☐ Field trips
- ☐ Art Activities
- ☐ Library
- ☐ Health Services
- ☐ Other (specify)

17. **Describe the most effective techniques used in integrating migrant and non-migrant children.**

– *OFFICE USE ONLY* –

PARENT INVOLVEMENT

18. **For each applicable type of involvement, estimate the number of parents participating. A parent may be counted in more than one category. Indicate the most effective types of involvement by placing the letter "M" in the "effectiveness" column. If any of the following activities were not effective, please indicate with the letter "L" in the effectiveness column.**

TYPE OF INVOLVEMENT	NUMBER OF PARENTS	EFFECTIVENESS
Served on Advisory Council		
Attended orientation meetings		
Involved in planning project activities		
Classroom or program visitation		
Evaluated project activities		
Active in recruitment or support of project activities		
Helped supervise field trips		
Acted as aides		
Contacted by school staff at home		
Other (specify)		

19. **Unduplicated number of parents involved** _____

20. **What methods were used to get parents involved?**

– *OFFICE USE ONLY* –

COOPERATION AND DISSEMINATION

21. **Check any Federal, state, local or privately supported programs or agencies which provided assistance to the same migrant population served by your project.**

PROGRAM OR AGENCIES

- ☐ Community Action Agencies
- ☐ Local Title I Projects
- ☐ Illinois Migrant Council Day Care Center
- ☐ County Health Department
- ☐ Illinois Department of Mental Health
- ☐ Model Cities
- ☐ Neighborhood Youth Corps
- ☐ Illinois Department of Public Health
- ☐ Project Head Start
- ☐ Illinois Department of Children and Family Services
- ☐ Other (specify)

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MIGRANT STUDENT RECORD TRANSFER SYSTEM

22. **Has service on the request of the Migrant Student Record Transfer System improved?**

☐ Yes ☐ No

If no, is it because

☐ they arrive late
☐ they never arrive
☐ they are sent to the wrong school
☐ insufficient information on form
☐ other (specify)

23. **Indicate by checking the appropriate boxes below how the Migrant Student Record Transfer System was used by your site.**

☐ To aide in grade placement

☐ To aide in providing health services

☐ To coordinate Illinois program with that of the sending State

☐ Other (specify)

24. **Indicate the number of students registered on the Migrant Student Record Transfer System during their enrollment in the migrant project** . . . . . _____

25. **Indicate the number of students recorded as withdrawn on the Migrant Student Record Transfer System at the conclusion of the project** . . . . . _____

26. A. **Are there migrant populations in your area not being served by migrant projects?** ☐ Yes ☐ No **If yes, where are they?**

B. **In your opinion, why are they not being served?**

SEA CONTACT

27. **Did you have any contact with a Title I representative from the State Education Agency during FY 74 regarding 89-750 migrant programs?**

☐ Yes ☐ No **If yes, check the items which best describe the contact(s).**

☐ Assisted in planning program activities
☐ Assisted with financial questions/problems
☐ Provided assistance in completing SEA forms
☐ Provided assistance in clarifying guidelines
☐ Assisted in developing evaluation system
☐ Assistance in initiating new projects
☐ Met at SEA inservice session(s)
☐ Visited program
☐ Telephone contact only
☐ Other (specify)

If an SEA representative assisted in planning or program development of your program, please describe the nature of the assistance.

28. Does your project attempt to inform other communities of successes you have had with your program? ☐ YES ☐ NO If yes, how?

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29. Does your project seek information about successful programs from other communities? ☐ YES ☐ NO If yes, how?

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30. Does your project incorporate other successful programs or noncommercial curriculum materials into your project? ☐ YES ☐ NO
If yes, provide an example.

31. Does your project attempt to coordinate your curriculum with that of the sending State? ☐ YES ☐ NO If yes, how?

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32. Does your project participate in the Texas teacher exchange program? ☐ YES ☐ NO If yes, briefly describe how this cooperation benefited your program.

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Program Activities

TO BE COMPLETED BY TITLE I TEACHERS

You may select one teacher or a group of teachers to work in cooperation with the Title I Director in order to complete this form.

INSTRUCTIONS: Select from the list below the activity which most adequately describes the instructional activities of your project and enter the code number in question 33 below. Complete the rest of the page with information for this activity only. *Repeat this procedure for each instructional activity.*

1. Reading/Language Arts
2. Mathematics
3. Oral Language Development
4. Bilingual Instruction
5. Improve Cultural Pride/Self identification
6. Career Awareness
7. Natural Science
8. Physical Education/Recreation
9. Social Science
10. Music
11. Art
12. Speech
13. Other (specify)

33. PUPIL PARTICIPATION: *One activity per page. Do not combine instructional areas.*

For this activity only, report the number of children participating in each applicable instructional or enrichment activity by age levels.

INSTRUCTIONAL OR ENRICHMENT ACTIVITY (Enter Code Number)	NUMBER OF PARTICIPATING CHILDREN BY AGE						TOTAL
	3-5	6-8	9-10	11-12	13-14	15-16	

34. Check one or more of the techniques listed below that were used to implement the above activity.

- ☐ Individualized Instruction
- ☐ Tutorial Assistance
- ☐ Small Group Instruction (2-7)
- ☐ Large Group Instruction (8-15)
- ☐ Field Trips
- ☐ Individualized Counseling
- ☐ Group Counseling Sessions
- ☐ Drill
- ☐ Other (specify)

35. Please state expected standard of success:

36.

Number of FTE Teachers ——— . ——— Number of FTE Aides ——— . ——— Other (specify) ——— . ———

37. Report the total number of children who were evaluated for the purpose of determining success by any of the methods listed below. Then report the number who equaled or surpassed the standard for success under the column marked "success".

AGE	STANDARDIZED TESTS		TEACHER MADE TESTS		OBSERVATION		CRITERION REFERENCE TESTS		OTHER (Specify)	
	Total	Success	Total	Success	Total	Success	Total	Success	Total	Success
3-5										
6-8										
9-10										
11-12										
13-14										
15-16										

38. What was the major factor that contributed to the achievement of those students who equaled or surpassed your standard of success?

– OFFICE USE ONLY –

39. What was the main factor that led to the failure of those students who did not achieve your standard of success?

– OFFICE USE ONLY –